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TEACHER'S GUIDE FOR ALCOHOL EDUCATION

GRADES K-6

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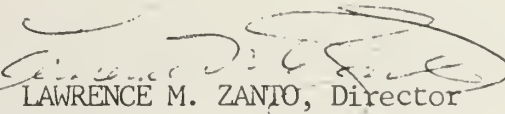
TO USERS OF THE TEACHER'S GUIDE FOR ALCOHOL EDUCATION:

The Teacher's Guide for Alcohol Education was prepared by the Alcohol and Drug Abuse Division of the Montana Department of Institutions in coordination with the Office of the Superintendent of Public Instruction and the Montana Catholic Conference. It represents a twelve month effort to develop an alcohol abuse curriculum for use in primary and secondary schools throughout Montana.

I feel that the attached lesson plans and resource supplement provide a unique learning opportunity for students in Montana public and parochial schools. Many of the lesson plans concern factual information on alcohol and alcohol abuse. However, the primary emphasis of the material is to allow the student to develop decision-making and coping skills which can be used to make informed and rational choices regarding the use of alcohol. These same skills are equally germane to other areas of the student's life. At the same time, the lesson plans are sufficiently flexible to permit adaptation to individual classroom situations.

I would like to express special thanks to the Curriculum Development Task Force for their guidance in the development of this material. The combined efforts and expertise of the task force members contributed significantly to the successful completion of this project.

Sincerely,


LAWRENCE M. ZANTO, Director

LMZ:CTC:ab



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STATE OF MONTANA
TEACHER'S GUIDE FOR ALCOHOL EDUCATION

Prepared Under the Supervision of:

The Montana Department of Institutions
Alcohol and Drug Abuse Division
Helena, Montana

In Coordination With:

The Office of the Superintendent of Public Instruction
and
The Montana Catholic Conference
Helena, Montana

This Guide was Revised from:
Here's Looking at You
A Teacher's Guide for Alcohol Education

prepared by
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TO THE TEACHER

This entire program is built on the premise that you, the teacher, will facilitate its implementation as an adult who can comfortably deal with the issues presented. This presumes that the discussion of alcohol, with all of its positive and negative ramifications, is not a highly sensitive issue for you at this time.

Because of the realities of ethnic background, religious affiliation, and the personal value system that all adults integrate into themselves and out of which personal responses flow, it is vital for you, the teacher and adult model to your students, to deal honestly and adequately with your own attitudes and values regarding the topic of alcohol before relating to the students.

Below are some value-clarifying points to consider and evaluate before delving into the lesson plans which follow. The age-old axiom that a teacher teaches himself/herself makes it imperative that you are aware of your own strengths and weaknesses regarding this area of concern to all of society.

SELF EVALUATION

1. What connotations does the word "alcohol" have for you?
 - a. What emotions are called forth in you?
 - b. What mental images, if any, are called up in you?
2. Using your responses to number 1 search back into your own history and clarify the sources of your feelings and images:
 - a. observations of family members
 - b. religious training
 - c. observation of a friend
 - d. an experience you had yourself
 - e. media presentations
 - f. school instruction
 - g. a present situation you are involved in
 - h. any other sources
3. Label each item in number 2 in one of the following ways to clarify what it taught you about alcohol:
 - a. to use alcohol moderately
 - b. to abuse alcohol
 - c. both a and b
 - d. neither a or b (alcohol not involved in any way)
4. If you have had some negative experiences with alcohol in your past, do you identify yourself as "healed" of the negative effects or do you recognize "unhealed" areas? (healed meaning the following: the pain of the experience has resolved itself in you and any scars are understood and recognized for what they are; and that the scars do not prevent you from seeing both sides of the issue regarding alcohol: moderate use and abuse.)
5. Does social pressure dictate your use of alcohol, or have you made a personal decision regarding its use that you attempt to live by no matter what the circumstances might be?
6. Would you identify yourself as "in control" of your own attitudes regarding alcohol so that you could reason coolly and logically with someone with opposing views? ...as opposed to it being an automatic emotional issue for you?
7. Review your definition of yourself as a teacher. Are you comfortable with all the challenges of this definition with regard to alcohol education and its demands on you?

HOW TO USE THESE LESSON PLANS

These lesson plans are designed to assist you in making alcohol education relevant and interesting to your students. It is assumed that all previous material to your grade level has been covered by earlier instructors. If your students have not had the lead-up information, please choose carefully from the preceding grades, what information you feel they need before going into their own grade level. In addition, you should make every effort at all grade levels to incorporate parents into the whole goal structure, particularly when the students are dealing with attitudes about the use of alcohol. Realizing that the child's primary values come from parents, you should present the goals and objectives of alcohol education to the parents before using these plans with the children.

It is strongly recommended that all those dealing with the individual students be sensitive to the child's response to this program. Be prepared to implement an alternative program if the child's home experiences make the issue of alcohol too sensitive for him/her to handle it as a classroom presentation. This alternative might include special counselling in addition to the classroom presentation or possibly removal from the class during discussion of the topic "alcohol".

This plan book is divided into two major sections: Learning Activities (white pages), and Resource Supplement (yellow pages). The Learning Activities section contains lesson plans for classroom instruction, designed to involve students in expressing their feelings, making decisions, and understanding their values and behaviors related to alcohol, as well as gaining basic information about alcohol.

Please feel free to use the activities in whatever order you choose, and add your own ideas and materials.

Another feature of the plan book is the integration grid found on the back of each activity sheet. There you will find ideas on how the objective stated on the front of the sheet (box marked "Ready") can be accomplished through other subject areas. Share the ideas with fellow teachers and if you have an idea for integration into another subject area, please write it in the appropriate space on the grid.

The Yellow Pages (Part III) is a resource supplement containing the basic factual content upon which the learning activities are based. Where appropriate, each lesson plan has been cross-referenced with the corresponding section and page number in The Yellow Pages so that if you want additional information before teaching the lesson, you can "find it fast in The Yellow Pages."

SELF EVALUATION

Good teaching includes continual evaluation of your presentation and how this was received by the students. As you become aware of the dynamics of your class, continually adjust the material to keep it relevant to your group.

GRADES K-1

Overall Goal: The overall goal is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grades K-1 level are:

DECISION-MAKING

The student will recognize him/herself as a decision-maker and develop skills for making responsible decisions.

- A. The student will be able to suggest alternative courses of action in response to situations and choose one course. (p. 5)
- B. The student will be able to identify peer influence on own feelings, behavior, and decisions. (p. 17, 19)
- C. The student will be able to explain the value of predicting consequences before acting and practice skills of predicting. (p. 22)
- D. The student will be able to describe possible consequences of excess in various situations. (p. 24)

COPING

The student will be able to identify a variety of ways to cope with problems.

- A. The student will be able to list ways of handling peer influence. (p. 17, 19)
- B. The student will be able to identify and practice various ways of helping. (p. 8, 10, 13)
- C. The student will be able to list feelings and emotions that may result from helping someone and/or from being helped. (p. 13, 15)
- D. The student will be able to explain the value of seeking help with problems and concerns from other people. (p. 15)

SELF-IMAGE

The student will be able to recognize that all people have feelings and that feelings influence behavior.

- A. The student will increase awareness of own and others' feelings and practice various ways to express them. (p. 1, 3)

<p>ready</p>	<p>The student will increase awareness of own and other's feelings and practice various ways to express them.</p>	<p>develop social responsibility other (please designate)</p>
<p>set</p>	<p>I will use this activity to help students:</p> <ul style="list-style-type: none"> x develop self-concept x improve decision-making ability x clarify attitudes and values x increase knowledge x improve communications x learn or improve health skills 	<p>EVALUATION</p>
<p>go</p>	<p>RESOURCES</p> <p>Teacher: devise Emotion Cards</p> <p>ACTIVITY</p> <ol style="list-style-type: none"> Discuss various ways we express our feelings and how others know how we're feeling. Introduce each emotion card, identifying the word and giving examples of the feeling. (It may be helpful to use only a few of the cards at first.) Have one child pick an emotion card without showing it to the class. He/she expresses the emotion shown on it while classmates try to identify which emotion is being expressed. Vary the methods used to express feelings: <ol style="list-style-type: none"> Voice only. Child should stand at the back of the room so facial expressions aren't visible to the class. Have child say a given phrase, such as "Oh, Henry" in a tone that conveys the emotion indicated on the cards. Body only, no voice. Certain parts of the body, such as face, feet, hands, but no voice. Body and voice. Pick a partner and express an emotion in any of the above ways. Discuss acceptable and unacceptable ways of expressing feelings in various situations. Is it okay for people to cry? to shout when they are angry? to hug someone when they are happy? 	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5 Ugh! Wow!</p>

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Play various kinds of music using a record or instrument. Have children act out emotion they feel as they listen. Have children use instruments to create their own music.</p>	<p>SOCIAL STUDIES</p> <p>Find pictures in magazines and books of families, community helpers, etc., showing different emotions.</p>
<p>ART</p> <p>Make puppets for role playing. Give each child 2 paper plates. Child chooses 2 emotions and draws appropriate facial expressions on each plate. Glue plates together on a popsicle stick or tongue depressor (like a hand mirror).</p>	<p>SPELLING</p>	<p>MATH</p> <p>Identify the different shapes of the faces used on the emotion cards. Have children draw their own cards using various shapes.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have children write one emotion word and draw a picture of themselves expressing it. Share with the class.</p>	<p>READING</p> <p>Write an emotion word on the board and have the children match it with the emotion card and/or read the word and tell what it means.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Build vocabulary by having children think of other words to describe how they feel when they are sad, happy, angry, afraid, etc. Make a chart listing that vocabulary and encourage children to use those words as they discuss their feelings.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Mirror Images Divide class into partners. One partner is "it". "It acts out an emotion using voice, body or combination. The partner imitates simultaneously as a mirror.</p>	<p>OTHER</p>

The student will increase awareness of own and others' feelings and practice various ways to express them.		develop social responsibility other (please designate)	
I will use this activity to help students: x develop self-concept improve decision-making ability clarify attitudes and values		increase knowledge x improve communications learn or improve health skills	
RESOURCES		ACTIVITY	
Feely Head: see Art Section p. 4.		<p>1. Show children the Feely Head and discuss each emotion. At first, it may be helpful to cover up some of the emotions and introduce new words gradually.</p> <p>2. Teacher or child turns the pointer at an emotion and gives an example of something that could cause that feeling, e.g., I feel <u>happy</u> when it's my birthday. I feel <u>afraid</u> when I hear fighting, etc.</p> <p>3. Create situations which allow children to identify their own feelings. Children take turns moving the pointer on the Feely Head to reflect their feelings. Have each child explain why he/she feels that way. Allow several children to respond to the same situation so different reactions and reasons can be expressed. Examples:</p> <p>How do you feel....</p> <ul style="list-style-type: none">- when you get up in the morning?- when your friend tells you he doesn't like you anymore?- when you hear two people fighting?- when you see someone drinking beer?- when you see somebody crying?- when you see someone drunk?- when you eat an icecream cone?- when your mother/father doesn't have time to play with you?- when your mother/father gives you a hug and kiss?- when someone says something mean to you?- when you're sick?- when you hear birds singing?- when someone says something nice to you?	
COMMENTS OR SUGGESTED CHANGES		Teacher evaluation of activity. Please circle:	
		1 2 3 4 5 ugh! Wow!	

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Have children make up their own songs or create music with instruments to express angry feelings.</p>	<p>SOCIAL STUDIES</p> <p>Discuss places in the community where one could get lost. What are some ways to deal with being lost? Role-play being lost and giving correct home address and phone number to person who finds you.</p>
<p>ART</p> <p>Have each child make own Feely Head by making silhouettes of own head and adding emotions and a pointer. Child can put Feely Head on the wall and change the pointer to indicate how he/she feels throughout the day.</p> <p>Cut pictures from magazines showing people looking disturbed or upset.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Have children count the number of times they change the pointer on their Feely Head during the day. Count the number of people who felt a given emotion.</p>
<p>ART, cont. SCIENCE</p> <p>Paste them on a piece of paper. Tell a story about why they are upset and how they might deal with the problem.</p>	<p>WRITING</p> <p>Have children cut out a magazine picture of something that makes them happy, sad, angry, etc. Tell a story about the picture.</p>	<p>WRITING, Cont. READING</p> <p>Complete open-ended sentences with words or pictures: When somebody shouts at me, I _____. When I feel angry, I _____. I feel good when I _____. When someone is nice to me, I _____.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Have a child secretly turn pointer to an emotion, then act it out without letting the class see the Feely Head. Class tries to guess the emotion. When they guess correctly, child shows them the Feely Head.</p>	<p>LANGUAGE ARTS, OTHER</p> <p>cont.</p> <p>Role-play the see-saw scene from the filmstrip. Suggest and role-play alternative behaviors the girls could have used.</p>

The student will be able to suggest alternative courses of action in response to situations and choose one course.			
r e a d y s e t	I will use this activity to help students: <u>develop self-concept</u> <u>x improve decision-making ability</u> <u>x clarify attitudes and values</u>		<u>increase knowledge</u> <u>x improve communications</u> <u>learn or improve health skills</u> develop social responsibility <u>other</u> (please designate)
	RESOURCES	ACTIVITY	EVALUATION
g o	Alternatives Chart: see Art, p.8 Teacher: Devise your own inter- pretation of the chart.	<ol style="list-style-type: none">1. Read the story of "Amy and the Surprise" on the following page.2. Create a picture of Amy and place in the inner circle on the alternatives chart. Ask children to recall from the story the things Amy needed. As they name each, place the corresponding picture in one of the outer circles.3. One outer circle will be blank. Ask children to suggest another thing Amy might need and write it in the remaining circle.4. Children volunteer their choice as if they were Amy and give their reasons.5. Repeat the same process with another problem, but have the children propose all of the alternatives themselves.6. Chart may be used on an on-going basis in classroom whenever there is a decision to be made, whether it be one child's problem or the whole group's, e.g., Problem: I don't want to be with that group for reading. Alternatives: (a) do nothing; (b) do something alone; (3) join another group if they are willing to have you. The person who presented the problem can choose one of the alternatives.	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 ugh! Wow!

<p>PHYSICAL EDUCATION</p> <p>Use the alternatives chart to suggest ways of enjoying recess without any toys or equipment. Go out on the playground to try various alternatives.</p>	<p>MUSIC</p> <p>Explore alternative ways people can make music with their bodies; singing, clapping, tapping, etc.</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have the children draw pictures of alternatives they think Amy might need. Place various pictures children drew on the chart and have volunteers indicate which they would choose and why.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>"Crazy Ideas"</p> <p>Create a situation, i.e., "a person buys too many groceries to carry home. What can he/she do?"</p> <p>Alternatives:</p> <p>"Kick the groceries home."</p> <p>"Strap the eggs on the dog's back."</p> <p>Tell the consequences of each.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

AMY AND THE SURPRISE

Amy is (five, six, seven, eight) years old. Her grandmother has come to visit her and would like to surprise Amy by doing something special for her. Amy's mother made a list of things she knows Amy needs:

- jacket - Amy's jacket is too small for her now and the weather is getting too cold to just wear a shirt.

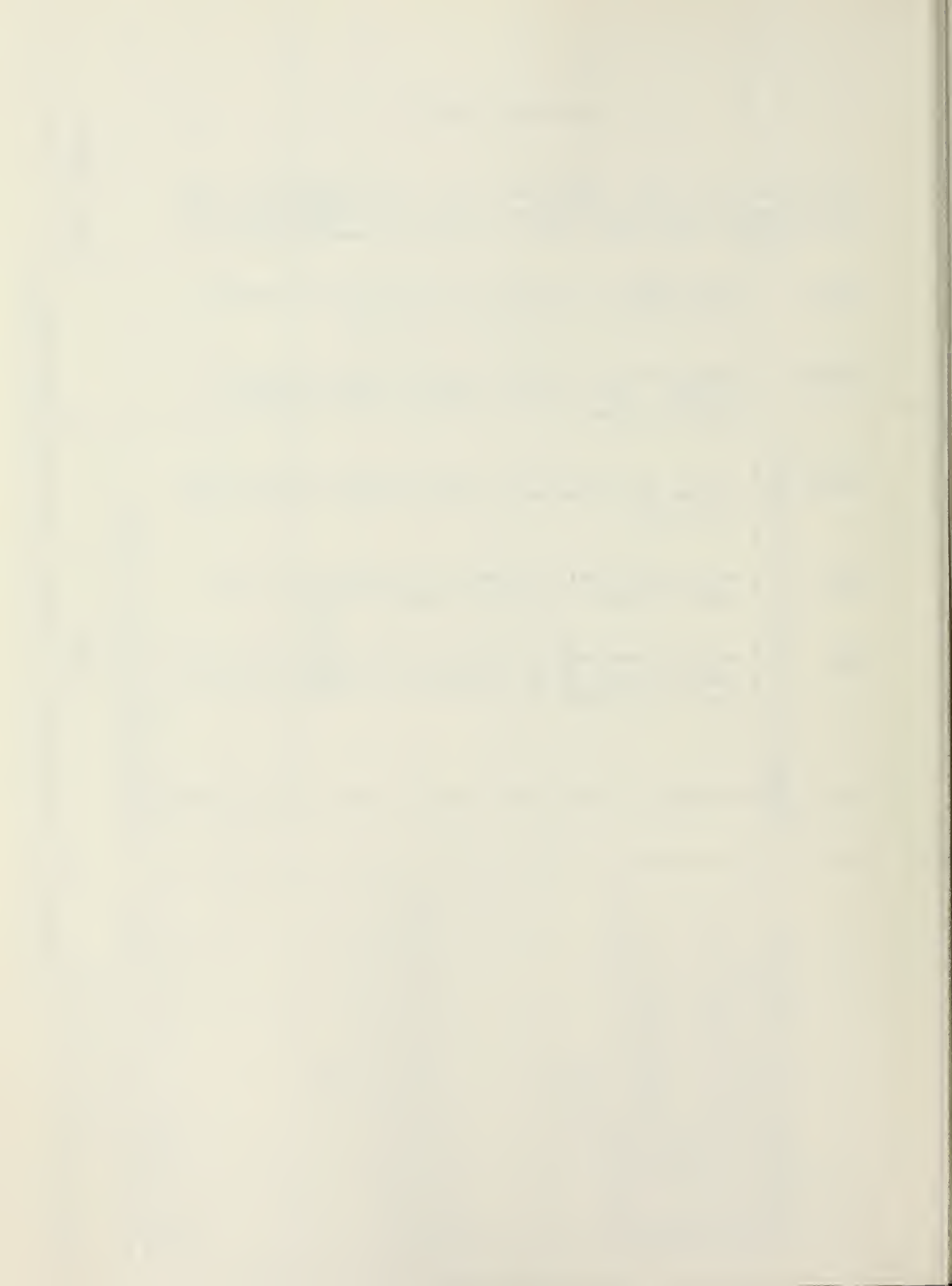
- dentist - Amy has never been to the dentist to have her teeth checked. There will be a special children's dental clinic next week.



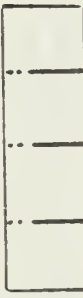
- bicycle - Amy has been riding her friend's bicycle and would love to have one of her own. There is a shiny red one on sale this week.

- books - Amy loves to read. She goes to the library to borrow books but would like to have some of her own.

- trip - Amy has never been on a train. She has been to the train station to pick up her grandmother and would love to go for a train ride.

If you were the person to choose Amy's surprise, what would you choose?

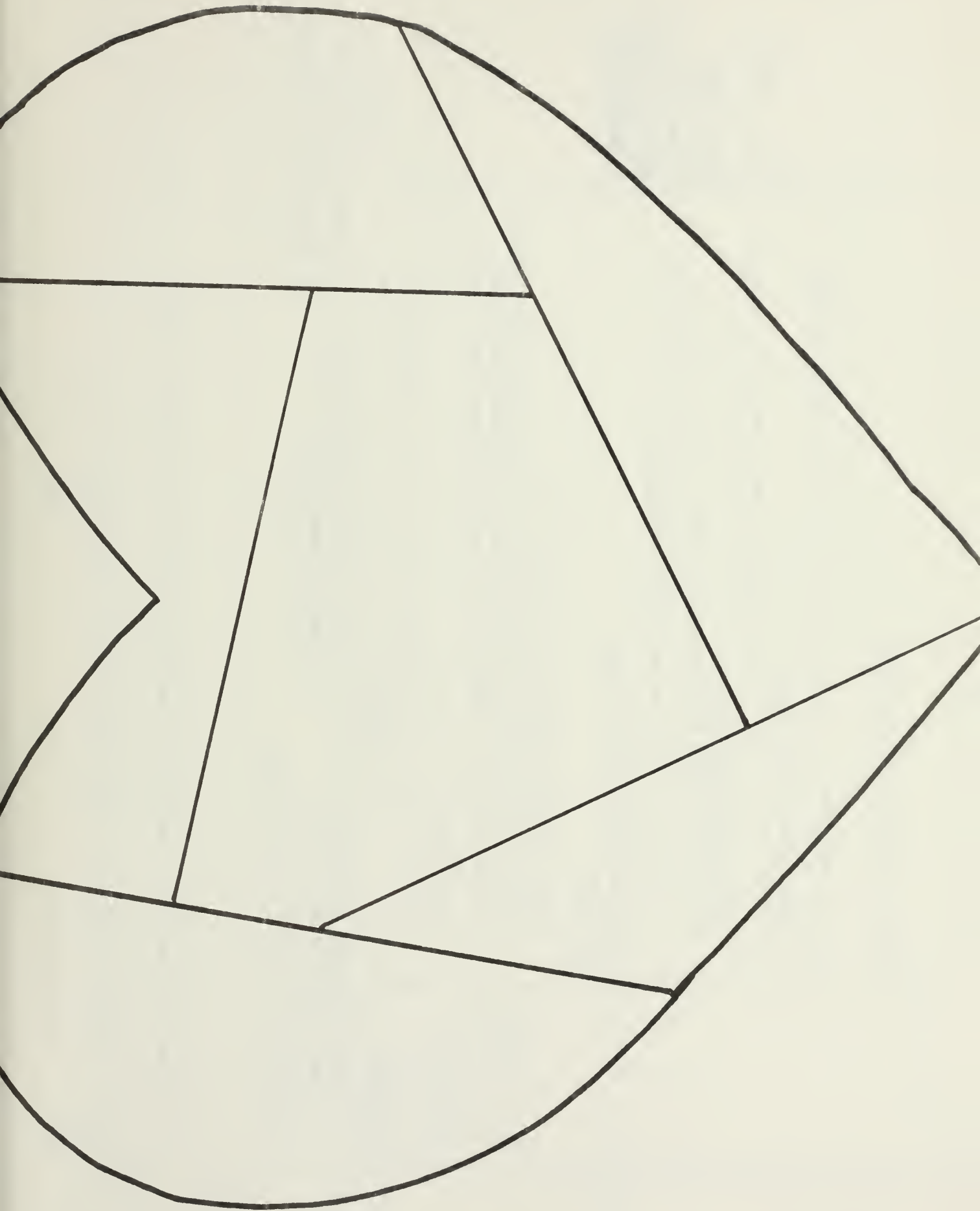


r e a d y	The student will be able to identify and practice various ways of helping.		
s e t	I will use this activity to help students: <div> <div>develop self-concept</div> <div>improve decision-making ability</div> <div>clarify attitudes and values</div> </div> <div> <div>increase knowledge</div> <div>improve communications</div> <div>learn or improve health skills</div> </div> <div> <div>x develop social responsibility</div> <div>x other (please designate)</div> <div>develop coping skills</div> </div>		
g o	RESOURCES	ACTIVITY	EVALUATION
	Drawing paper, crayons, scissors	<ol style="list-style-type: none"> Discuss with class what is meant by responsibility. Why is responsibility important? Is it important to be helpful? What kinds of responsibilities do you have? Have children fold long paper in the middle: <div>  </div> Fold paper the other way first in half, then in half again. Unfold. <div>  </div> Cut one half of the paper on three folds to center line (to form four doors). <div>  </div> Have children decorate doors as they choose and under each door draw a picture of someone they could or do show responsibility to. i.e., pets, younger children, someone who is hurt, classroom of peers, etc. Share with group and discuss what each responsibility is and how you help someone by carrying out your responsibility. 	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. please circle:</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>ugh!</div> <div>Wow!</div> </div>

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss the responsibilities of various people in the community--doctors, nurses, teachers, custodians, parents, etc. How do they help us? What might happen to us if they neglected their responsibilities?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Have each child in class plant a seed and care for it. What happens if they carry out their responsibilities for watering, etc.? What happens if they don't?</p>	<p>WRITING</p> <p>Make a class chart of "Ways We Help."</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Tell a story about what might happen if you didn't carry out your responsibility.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Children pantomime job or responsibility they have at home and classmates try to guess it.</p>	<p>OTHER</p>

ready	The student will be able to identify and practice various ways of helping.		
	<div> <div> <div>I will use this activity to help students:</div> <div> <div>develop self-concept</div> <div>improve decision-making ability</div> <div>clarify attitudes and values</div> </div> </div> <div> <div>increase knowledge</div> <div>improve communications</div> <div>learn or improve health skills</div> </div> <div> <div>x develop social responsibility</div> <div>x other (please designate)</div> <div>develop coping skills</div> </div> </div>		
go	RESOURCES	ACTIVITY	EVALUATION
	<div>Construction paper, yarn (optional)</div> <div>Copy of:</div> <div>Heart (see following page)</div>	<div>1. Make copies of the heart for your class (see next page).</div> <div>2. Discuss ways children can help people at school--classmates, teachers, children in other classes, etc.</div> <div>3. Give each child a copy of the heart to cut out. Children should write their names in each section of the heart. If desired, add yarn so children can hang the hearts around their necks.</div> <div>4. Each time the children help someone, they cut a section of their paper hearts on the lines indicated, giving that piece of heart to the person they helped. By helping others, children will have "given their hearts away."</div> <div>5. Give each child a blank piece of paper on which to past pieces of hearts he/she may receive from others.</div> <div>6. When all of the hearts have been given away, discuss: (a) how did you feel when you helped someone? (b) how did the person you helped feel?</div> <div>7. This activity may be extended by discussing ways children can help at home and giving them another heart to take home and "give away."</div>	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div>light!</div> <div>Wow!</div>

<p>PHYSICAL EDUCATION</p> <p>Play games where partners must help each other, e.g., see-saw, three-legged race, tug-of-war, pulling someone in a wagon, etc. Discuss how help was given and why it was needed.</p>	<p>MUSIC</p> <p>Learn a song about helping. Example: "Helping" from <u>Free to be You and Me</u>.</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Draw pictures to illustrate booklet on "Helping is...."</p>	<p>SPELLING</p>	<p>MATH</p> <p>Child writes his/her name on each piece of the heart before giving it away. When hearts are gone, each child counts up the number of people who have part of his/her heart. Count the people who received help.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write short stories or poetry to illustrate booklet on "Helping is...."</p> <p>Make a class chart to show ways of helping people at school.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>





The student will be able to identify and practice various ways of helping. He/she will be able to list feelings and emotions that may result from helping someone or from being helped.

I will use this activity to help students:

develop self-concept
improve decision-making ability
clarify attitudes and values

increase knowledge
improve communications
learn or improve health skills

develop social responsibility
other (please designate)
develop coping skills

RESOURCES

ACTIVITY

EVALUATION

Contact Red Cross Representative or other Volunteer Service Agency for a speaker.

1. Arrange a visit to the local Red Cross* or have a representative come to class.
2. The Red Cross* will suggest projects which will help others and the class can choose one. Activities might include adopting a grandparent, making Christmas decorations for a nursing home, making something to welcome people to our country, etc.

Discussion

1. Why do people need our help?
2. What kinds of things can we do that help people?
3. Do all people need the same kind of help? Are there times when people don't want help?
4. How do you feel when you help someone? How do you feel if someone doesn't want you to help?
5. Name some ways we can help at school. How can we help at home?

*Other volunteer service agency.

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Learn a song about helping such as: "Helping" from <u>Free to Be You and Me</u>.</p>	<p>SOCIAL STUDIES</p> <p>Discuss the organizations and agencies in the community who help others and identify ways they help.</p>
<p>ART</p> <p>Make projects suggested by Red Cross or other volunteer agency.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss ways nature helps us and what we can do to help protect our environment. Plan and execute a helping project, e.g., schoolyard cleanup, recycling paper in classroom, etc.</p>	<p>WRITING</p> <p>Develop a class chart of words that describe feelings resulting from giving and getting help.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have children tell about a time they or their family helped someone. How did they feel? How did the person they helped feel?</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play or use puppets to dramatize classroom helping situations--someone wanting help but no one accepts the help, etc. How do people feel in each situation?</p>	<p>OTHER</p>

	The student will be able to list feelings and emotions that may result from helping someone and/or from being helped. He/she will be able to explain the value of seeking help with problems and concerns from other people.		
r e a d y s e t	I will use this activity to help students: develop self-concept _____ improve decision-making ability _____ clarify attitudes and values _____		x develop social responsibility x other (please designate) _____ develop coping skills _____
	RESOURCES	ACTIVITY	EVALUATION
g o	Empty box with lid taped shut.	<p>1. Leave box taped shut outside your door (creates interest).</p> <p>2. Send someone out to carry in the box.</p> <p>3. Ask what the children think could be in the box.</p> <p> - What would they especially like to be in the box? Why?</p> <p> - What wouldn't they like to be in the box? Why not?</p> <p>4. Teacher suggests that something is in the box--something scary or exciting.</p> <p> Example: How would you feel if an <u>angry dog</u> came out?</p> <p> - What would you do?</p> <p> - What could you do?</p> <p> - What if the dog bit your friend on the leg and he/she couldn't walk? What would you do? Could anyone help you? Who? Why might it be important to look for help?</p> <p> - How would you feel if you helped your friend get away?</p> <p> - How would you feel if you were the friend?</p> <p>Other possible contents for the box:</p> <p> a. your baby brother or sister crying</p> <p> b. two grownups fighting</p> <p> c. all the parts of a bicycle that need to be put together</p> <p> d. a bottle that looks like pop but you can't read what it says</p> <p> e. an elephant that escaped from the zoo</p> <p>5. Discuss the importance of seeking help from others when needed.</p>	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 ugh? Wow!

<p>PHYSICAL EDUCATION</p> <p>Discuss and try some activities one might need help to do at first-- bike riding, jumping rope, swinging, etc. What feelings result from giving or getting help?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Have children draw a picture of something that could be in the box. It could be funny, scary, ugly, etc. Put all the pictures inside the box, then pull them out one at a time and ask class what they would do in each situation.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Children write a story about something they'd like to come out of the box and describe what they'd do when it came out.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have one child imagine a box and its contents and describe it to the class. The class can decide if help would be needed and where it might be available.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Have a puppet show using the puppets to guess contents of box and react to what comes out.</p>	<p>OTHER</p>

ready	<p>The student will be able to identify peer influence on own feelings, behavior and decisions.</p> <p>The student will be able to list ways of handling peer influence.</p>									
student	<p>I will use this activity to help students:</p> <table><tr><td><input checked="" type="checkbox"/> develop self-concept</td><td><input type="checkbox"/> increase knowledge</td><td><input checked="" type="checkbox"/> develop social responsibility</td></tr><tr><td><input checked="" type="checkbox"/> improve decision-making ability</td><td><input type="checkbox"/> improve communications</td><td><input checked="" type="checkbox"/> other (please designate)</td></tr><tr><td><input type="checkbox"/> clarify attitudes and values</td><td><input type="checkbox"/> learn or improve health skills</td><td><input type="checkbox"/> develop coping skills</td></tr></table>	<input checked="" type="checkbox"/> develop self-concept	<input type="checkbox"/> increase knowledge	<input checked="" type="checkbox"/> develop social responsibility	<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input checked="" type="checkbox"/> other (please designate)	<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input type="checkbox"/> develop coping skills
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<input type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	<input type="checkbox"/> develop coping skills								

RESOURCES	ACTIVITY	EVALUATION
Teacher: make Grump Puppet or use "Oscar" from Sesame St.	<div>1. Introduce the puppet, Grump, as a real grouch who doesn't like anything and says only negative things. Grump criticizes something about everyone. Give several children a chance to be Grump; then discuss with the class:<div><div>a. How did you feel when Grump said something negative to you?</div><div>b. Did Grump's attitude make you feel like being around Grump? Why or why not?</div><div>c. What can you do when somebody criticizes something you do or like?</div><div>d. Ask Grump how he/she thinks the children feel about him/her.</div><div>e. If you wanted to make someone feel good/happy, what would you say?</div></div></div> <div>2. Select other children as Grump and repeat the process. However, this time have each child respond individually to what Grump says to him/her using some of the ideas mentioned in the discussion.</div>	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:<div><div>12345</div><div>Ugh!Wow!</div></div></div>

<p>PHYSICAL EDUCATION</p> <p>Make a list of games children enjoy playing alone and a list of what they like playing with others. Over a period of several weeks, have children alternate between alone and together games, then discuss their feelings.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Draw a picture of how you would feel if someone told you they hated you or loved you.</p> <p>Make a name tag showing a face of how you would like everyone to feel today.</p> <p>Have children draw pictures of how they feel when no one will play with them and share pictures with class.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Make a list of positive things we can say about someone.</p> <p>Make a list of negative things. Which list is longer?</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p> <p>Read <u>The Hating Book</u> by Charlotte Zolotow.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>At circle time choose one child. Classmates say what they like about the child. Then child tells how it makes him/her feel to hear positive things about him/herself.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Using puppets or role-playing, act out situations where a child is told, "No, you're too little." Act out the feelings and alternative solutions.</p>	<p>OTHER</p>

<div>ready</div>	<p>Student will be able to identify peer influence on own feelings, behavior and decisions. He/she will be able to list ways of handling peer influence.</p>		
	<p>I will use this activity to help students:</p> <div> <div>develop self-concept</div> <div> <div>x</div> <div>improve decision-making ability</div> </div> <div> <div>x</div> <div>clarify attitudes and values</div> </div> </div> <div> <div>increase knowledge</div> <div> <div>_____</div> <div>improve communications</div> </div> <div> <div>_____</div> <div>learn or improve health skills</div> </div> </div> <div> <div>x</div> <div>develop social responsibility</div> </div> <div> <div>x</div> <div>other (please designate)</div> </div> <div> <div>_____</div> <div>develop coping skills</div> </div>	<div>RESOURCES</div>	<div>EVALUATION</div>
<div>go</div>	<div>Story, "Johnny Dare-Me"</div>	<div>Read "Johnny Dare-Me" story on the following page.</div> <div>Discussion</div> <ol style="list-style-type: none"> What did Johnny's Friend tell him to do? What were Johnny's choices? Why do you think Johnny listened to his friend even though he knew he would get into trouble? Why do you think Johnny didn't scribble on the drawing the last time? How do you think the friend felt about Johnny when he didn't scribble on the drawing? How do you feel when you don't think someone likes you? How do you feel when one of your friends won't do something you want them to do? What can you do if your friends tell you to do something you don't want to do or you think is wrong to do? Have children role-play the story showing alternative ways Johnny might handle the situation. Role-play other examples of peer influence often occurring in the classroom. 	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>light!</div> <div>Wow!</div> </div>

<p>PHYSICAL EDUCATION</p> <p>Play Simon Says. How does what we see others do affect our actions?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Tell another ending to the story.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Give a situation and ask children to role-play positive and negative peer influences, e.g., "Mary has a new pair of red shoes." Discuss how peers may influence Mary's wearing her shoes.</p>	<p>OTHER</p>

JOHNNY DARE-ME

This is a story about Johnny Dare-Me. He was (5, 6, 7) years old. He lived in a house a lot like yours. Johnny had one friend with whom he did everything--but, you know what? Johnny was always getting into trouble. The first time I met Johnny was the first day of school. I found him running and pushing and knocking down the other kids coming to school. Johnny said his friend told him to do it. Johnny and I had a long talk about the kinds of things he could do at school and the kinds of things he couldn't do. He agreed not to run and push anymore because it isn't safe.

But, a little while later, I found him knocking down block buildings which belonged to other children. It turned out that he was dared to do it by his so-called friend. Another time, Johnny landed in the nurse's office after his friend dared him to drink some whiskey and it made him sick. Johnny kept getting into trouble, thanks to his friend, because he always did whatever his friend said.

Then one day I heard someone tell Johnny to start thinking for himself and stop listening to his friend. Later that day, Johnny came to me and told me his friend had told him to go and scribble on someone else's drawing and he didn't do it.



The student will be able to explain the value of predicting consequences before engaging in actions and practice skill of predicting.

I will use this activity to help students:
 develop self-concept
 improve decision-making ability
 clarify attitudes and values

increase knowledge
 improve communications
 learn or improve health skills

develop social responsibility
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

Class will develop Consequences Photo-boards.

1. Display the photoboard. Ask the class to imagine each situation you show or describe and predict the consequences:

What might happen:

- a. if everybody left whatever they were working with where they were using it instead of putting it away?
- b. if we took our balls, ropes, etc., out on the playground and left them there until tomorrow?
- c. If you crossed the street without looking for traffic?
- d. if you ate a whole watermelon by yourself?
- e. if you gave your mother or father a kiss?
- f. if you came to school with your clothes on backwards?
- g. if you drank a can of beer?

2. Discuss how thinking about the consequences first might influence our behavior.

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
 Light: Wow!

<p>PHYSICAL EDUCATION</p> <p>Introduce a new skill (e.g., walking backward on the balance beam). Have children try it. Discuss their feelings before and after they "experiment."</p>	<p>MUSIC</p> <p>Experiment with different objects in the room to see how they can be used to make music. Which sounds do you like that you discovered? Which sounds do you like that others discovered?</p>	<p>SOCIAL STUDIES</p> <p>Discuss rules in school, home and community. Why are rules made? What consequences might occur if there were no rules?</p>
<p>ART</p> <p>Have class draw picture of a situation and ask classmates to predict "what might happen if...."</p> <p>Children can draw pictures of themselves trying something for the first time. Have them share pictures with the class and explain.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Count how many possible outcomes you predicted, how many positive, how many negative.</p>
<p>SCIENCE</p> <p>Experiment with growing plants from seeds. Predict possible consequences. What might happen if we put the seed in water, in cotton, in soil, on paper? If we give it no water, etc.?</p> <p>Experiment to see if predicted consequences were accurate.</p> <p>CONTINUED BELOW...</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Make a mystery box - cut a hole in a cardboard box large enough for an arm. Fill the box with various objects. Children guess the contents by feeling the objects. Discuss children's feelings about putting hands in the box without seeing what</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Act out "what might happen if...."</p> <p>Role-play the feelings of people in various situations, e.g.,</p> <ul style="list-style-type: none"> - flying in a plane for the first time - going to the dentist for the first time - eating something new 	<p>OTHER</p>

The student will be able to describe consequences of excess in various situations.

I will use this activity to help students:

develop self-concept
x improve decision-making ability
x clarify attitudes and values

increase knowledge
improve communications
learn or improve health skills

develop social responsibility
other (please designate)

RESOURCES

ACTIVITY

EVALUATION

How Much Pictures: see Art, p. 25.

1. Tell all the children to talk, turn on the record player, TV, tape recorder, etc., to create noise. This should be done at a tolerable noise level.

2. Discuss: Do you think it is noisy in the class? Are you still able to hear each other? Do you think we could have too much noise in the room?

3. Increase noise level to an unpleasant level.

4. Discuss: Do you think there was too much noise in the class? Is some noise okay? How much is too much? Is too much the same for everybody or can some children tolerate more than others? What are some other things we could have too much of?

- how much candy is too much candy?
- how much TV is too much TV?
- how much food is too much food?
- how much playing is too much playing?
- how much alcohol is too much alcohol?

5. Have children look at "How Much" pictures. Which show too much? Is "too much" the same for everyone? What happens when you have too much of something?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Ugh! _____
 Wow! _____

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Have children draw pictures of something they really like to eat. How much is enough for them? How much is too much? Draw pictures of something they don't like to eat. How much is too much of that?</p>	<p>SPELLING</p>	<p>MATH</p> <p>Using various size containers, determine how much is too much for each container, e.g., how much water is too much for a thimble, a glass, a pail?</p> <p>What happens when there is too much?</p>
<p>SCIENCE</p> <p>Discuss how the body reacts when it gets too much of something.</p>	<p>WRITING</p>	<p>READING</p> <p>Read a story about excesses to group:</p> <p>Bread and Jam for Francis by Hoban <u>The Fat Cat</u> by Kent <u>"Pooh and the Honey Tree"</u> by Milne</p> <p>Discuss: How much is too much?</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

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TO THE TEACHER

This entire program is built on the premise that you, the teacher, will facilitate its implementation as an adult who can comfortably deal with the issues presented. This presumes that the discussion of alcohol, with all of its positive and negative ramifications, is not a highly sensitive issue for you at this time.

Because of the realities of ethnic background, religious affiliation, and the personal value system that all adults integrate into themselves and out of which personal responses flow, it is vital for you, the teacher and adult model to your students, to deal honestly and adequately with your own attitudes and values regarding the topic of alcohol before relating to the students.

Below are some value-clarifying points to consider and evaluate before delving into the lesson plans which follow. The age-old axiom that a teacher teaches himself/herself makes it imperative that you are aware of your own strengths and weaknesses regarding this area of concern to all of society.

SELF EVALUATION

1. What connotations does the word "alcohol" have for you?
 - a. What emotions are called forth in you?
 - b. What mental images, if any, are called up in you?
2. Using your responses to number 1 search back into your own history and clarify the sources of your feelings and images:
 - a. observations of family members
 - b. religious training
 - c. observation of a friend
 - d. an experience you had yourself
 - e. media presentations
 - f. school instruction
 - g. a present situation you are involved in
 - h. any other sources
3. Label each item in number 2 in one of the following ways to clarify what it taught you about alcohol:
 - a. to use alcohol moderately
 - b. to abuse alcohol
 - c. both a and b
 - d. neither a or b (alcohol not involved in any way)
4. If you have had some negative experiences with alcohol in your past, do you identify yourself as "healed" of the negative effects or do you recognize "unhealed" areas? (healed meaning the following: the pain of the experience has resolved itself in you and any scars are understood and recognized for what they are; and that the scars do not prevent you from seeing both sides of the issue regarding alcohol: moderate use and abuse.)
5. Does social pressure dictate your use of alcohol, or have you made a personal decision regarding its use that you attempt to live by no matter what the circumstances might be?
6. Would you identify yourself as "in control" of your own attitudes regarding alcohol so that you could reason coolly and logically with someone with opposing views? ...as opposed to it being an automatic emotional issue for you?
7. Review your definition of yourself as a teacher. Are you comfortable with all the challenges of this definition with regard to alcohol education and its demands on you?

HOW TO USE THESE LESSON PLANS

These lesson plans are designed to assist you in making alcohol education relevant and interesting to your students. It is assumed that all previous material to your grade level has been covered by earlier instructors. If your students have not had the lead-up information, please choose carefully from the preceding grades, what information you feel they need before going into their own grade level. In addition, you should make every effort at all grade levels to incorporate parents into the whole goal structure, particularly when the students are dealing with attitudes about the use of alcohol. Realizing that the child's primary values come from parents, you should present the goals and objectives of alcohol education to the parents before using these plans with the children.

It is strongly recommended that all those dealing with the individual students be sensitive to the child's response to this program. Be prepared to implement an alternative program if the child's home experiences make the issue of alcohol too sensitive for him/her to handle it as a classroom presentation. This alternative might include special counselling in addition to the classroom presentation or possibly removal from the class during discussion of the topic "alcohol".

This plan book is divided into two major sections: Learning Activities (white pages), and Resource Supplement (yellow pages). The Learning Activities section contains lesson plans for classroom instruction, designed to involve students in expressing their feelings, making decisions, and understanding their values and behaviors related to alcohol, as well as gaining basic information about alcohol.

Please feel free to use the activities in whatever order you choose, and add your own ideas and materials.

Another feature of the plan book is the integration grid found on the back of each activity sheet. There you will find ideas on how the objective stated on the front of the sheet (box marked "Ready") can be accomplished through other subject areas. Share the ideas with fellow teachers and if you have an idea for integration into another subject area, please write it in the appropriate space on the grid.

The Yellow Pages (Part III) is a resource supplement containing the basic factual content upon which the learning activities are based. Where appropriate, each lesson plan has been cross-referenced with the corresponding section and page number in The Yellow Pages so that if you want additional information before teaching the lesson, you can "find it fast in The Yellow Pages."

SELF EVALUATION

Good teaching includes continual evaluation of your presentation and how this was received by the students. As you become aware of the dynamics of your class, continually adjust the material to keep it relevant to your group.

GOALS AND OBJECTIVES

GRADES 2-3

Overall Goal: The overall goal is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grades 2-3 level are:

DECISION-MAKING

The student will recognize him/herself as a decision-maker and develop skills for making responsible decisions.

- A. The student will be able to suggest alternative courses of action in response to problem situations and choose one course. (p. 8,10)
- B. The student will be able to identify peer influence on own feelings, behavior and decisions and demonstrate his/her power to affect others. (p. 20)
- C. The student will be able to identify, for specific rules, the problems they are intended to prevent. (p. 26)
- D. The student will be able to list major people, institutions, and processes from which he/she learns. (p. 22, 24)

COPING

The student will be able to identify a variety of ways to cope with problems.

- A. The student will identify ways of coping with situations in which he/she is disturbed by the behavior of self or others. (p. 10)
- B. The student will be able to identify and practice skills which encourage better communication between children and adults. (p. 18)
- C. The student will be able to identify and practice various ways of helping. (p. 12, 14)
- D. The student will be able to identify feelings and emotions that may result from helping someone or being helped. (p. 12)
- E. The student will be able to identify criteria for selecting valid and responsible sources of help. (p. 16)

ALCOHOL INFORMATION

The student will understand that alcohol produces various effects on people.

- A. The student will be able to identify some of the behaviors resulting from drinking alcohol in varying quantities. (p. 30)

LONG-RANGE ACTIVITIES

It may be helpful to use some of the following activities over a period of time to improve self-image and develop coping skills:

1. Set up a private area in the room with two chairs or a rug. Each time a personal conflict arises between children, send or go with both individuals to the nook to "talk it out." Children should try to define the problem and how it was created, then look at alternatives. The nook is for talking about problems, not sulking or being punished.
2. A tape recorder could be placed in the nook for children to use. Any time a child needs to talk to someone he/she can go to the nook and use the recorder. Teacher can listen later in the day to see if follow-up is needed.
3. Hang an old paper sack or bag in the nook. Give it a name (ex. Sad Sack). When children have frustrations or problems they can write them down, fold the paper, and put it inside the sack. No one can read these, not even the teacher. At the end of the day the child may have it back if he/she wishes.
4. Make a classroom mailbox and establish a daily delivery time. Children can write to each other and the teacher about feelings, problems, etc. Form letters with open-ended sentences could be placed beside the mailbox to stimulate thought: e.g.,

Dear _____: You make me feel good when you _____.

Dear _____: When I see people drinking alcohol, I _____.

Dear _____: Can you help me? My problem is _____.

Dear _____: Today was a _____ day for me because _____.
5. Have children make their own Feely Heads to indicate their feelings throughout the day. Use the heads in discussion to indicate their own feelings about any topic.
6. Draw a classroom thermometer on tagboard. Have the children develop a list of things that make them feel good and feel bad at school. Write them on the thermometer in place of the degree markings. Insert red and white yarn as the mercury when they feel the classroom atmosphere changes. They can give their reason for changing it and suggest alternatives to the class if the thermometer shows unhappy feelings.

<p>Student will increase awareness of own and other's feelings and practice various ways to express them.</p>			
<p>ready</p>	<p>I will use this activity to help students: <input checked="" type="checkbox"/> develop self-concept <input checked="" type="checkbox"/> improve decision-making ability <input checked="" type="checkbox"/> clarify attitudes and values</p>	<p>RESOURCES</p> <p>Feely Head See Art, p. 3</p>	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5 Ugh! _____ Wow! _____</p>
	<p>increase knowledge <input checked="" type="checkbox"/> improve communications <input checked="" type="checkbox"/> learn or improve health skills</p>	<p>ACTIVITY</p>	
<p>se</p>	<p>x develop social responsibility _____ other (please designate)</p>	<p>EVALUATION</p>	
<p>o</p>		<p>1. Divide the class into groups of four. Each group role-plays a way to express each feeling and shares it with the class. Discuss differences in the way groups expressed the same feelings. When might it be better to express feelings one way and not another? Why?</p> <p>2. Encourage children to think of other feelings they have or have seen expressed by others and list them on the chalkboard. (Use the Feely Head to stimulate ideas).</p> <p>3. Children can choose one feeling (have list and Feely Head available), write their own definition of it, and illustrate it, e.g.,</p>	<p>Happiness is an ice cream cone!</p>
			<p>4. Share definitions with class, then combine them into a class booklet for individual reading.</p>

<p>PHYSICAL EDUCATION</p> <p>Pretend to be different animals. Express feelings using face, body movement and voice, e.g., mean dog mad bear, fierce lion, angry monkey, happy gorilla, etc.</p>	<p>MUSIC</p> <p>Use instruments to create music which expresses a given emotion.</p> <p>Learn a song about feelings, e.g., "It's All Right to Cry" from <u>Free to Be You And Me.</u></p>	<p>SOCIAL STUDIES</p> <p>Pretend to be community helpers, pioneers, etc., and express emotions they might feel in different situations, e.g., policeman arresting a thief, pioneer finding cattle killed by wolves, etc.</p>
<p>ART</p> <p>Make paper bag or paper plate puppets or masks with various facial expressions. Write a story for the puppets and act it out.</p> <p>Or, draw a self portrait in a mirror shape with facial expressions of how you feel today.</p>	<p>SPELLING</p> <p>Learn to spell the emotion words listed on the Feely Head</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss anger as "letting off steam." Boil water to see what steam is and how that phrase originated.</p>	<p>WRITING</p> <p>Complete open-ended sentences about feelings. Example: I feel good at school when _____. When I see people drinking alcohol I _____. You make me feel important when _____. Sentences can be put in class mailbox and delivered daily to teacher and students.</p>	<p>READING</p> <p>Read booklets completed by class.</p> <p>Read: <u>Love Is A Special Way of Feeling</u> by Anglund. Discuss how we express love to friends and family.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the definitions of emotions suggested by children, e.g., happiness is eating an ice cream cone.</p>	<p>OTHER Smile/Sad Face Chart</p> <p>Make a chart with 2 columns, one with a sad face and one with a smile. Make 2x2½" cards with words or situations which evoke feelings, e.g., school, recess, monster, family. Let children take turns putting a card in the column</p>

The student will be able to recognize him/herself as a social being who interacts with other people.

I will use this activity to help students:
x develop self-concept x increase knowledge x develop social responsibility
improve decision-making ability improve communications other (please designate)
clarify attitudes and values learn or improve health skills

EVALUATION

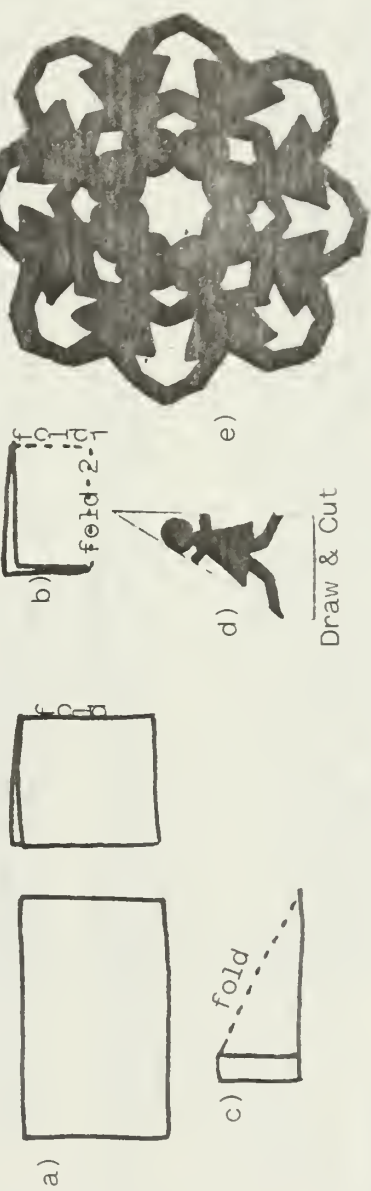
ACTIVITY

RESOURCES

Teacher: Read a book on friends.

1. Any book about friendship. Discuss what a friend is. Make a chart on what a friend is, or how to choose a friend, or what friends can do for each other.

2. Give each child a piece of newsprint or paper. (a) Fold the paper in half; (b) then in half the other way; (c) fold (1) over to (2) making a cone shape; (d) using patterns or free hand, draw on doll shape and cut (similar to folded dolls); (e) open a "circle of friends."



3. Have children select seven friends to share their circle of friends with. Each of the friends sign his/her name and one thing about him/herself on one of the figures. Or, the owner of the circle can write on each figure why he/she chose that person to be his/her friend

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
Light: Wow!

<p>PHYSICAL EDUCATION</p> <p>Join hands for a circle game or dance. Discuss what joining hands means.</p>	<p>MUSIC</p> <p>Learn a song about friendship such as "Glad to Have a Friend Like You" from <u>Free To Be You and Me</u>; or "Make New Friends" from <u>Free To Be a Family</u>.</p>	<p>SOCIAL STUDIES</p> <p>List and locate on the map cities, states, and countries where children have friends. Write a letter to a friend who has moved or was in class last year.</p>
<p>ART</p> <p>Make posters of "A Friend Is....." Construct a friendship mobile.</p>	<p>SPELLING</p> <p>Learn to write and spell the names of the children in the class Make a list of words that describe a friend and learn to spell them. Use them in an acrostic.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Writing a story entitled, "My Best Friend." Complete open-ended sentences: "A good way to make friends is...." "A good way to keep a friend is....."</p>	<p>READING</p> <p>Set up a reading table with books about friends and friendship. Children can also bring books from home on the topic to share.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Interview three people with the tape recorder. Ask them what they like about their friends.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play a situation from <u>A Friend Is Someone Who Likes You</u>.</p>	<p>OTHER</p>

<p>resady</p>	<p>The student will be able to recognize him/herself as a social being who interacts with other people.</p>								
<p>set</p>	<p>I will use this activity to help students: <input checked="" type="checkbox"/> develop self-concept <input type="checkbox"/> improve decision-making ability <input type="checkbox"/> clarify attitudes and values</p>		<p><input type="checkbox"/> increase knowledge <input checked="" type="checkbox"/> improve communications <input type="checkbox"/> learn or improve health skills</p> <p><input checked="" type="checkbox"/> develop social responsibility <input type="checkbox"/> other (please designate)</p>						
	<p>RESOURCES</p>	<p>ACTIVITY</p>	<p>EVALUATION</p>						
<p>go</p>	<p>Butcher paper, felt pens.</p> <p>Regular worktime:</p> <ol style="list-style-type: none"> 1. Isolate each child as much as possible: no verbal communication, desks separated, individual seat work, etc. Work this way for a morning or half-day. <p>During Health:</p> <ol style="list-style-type: none"> 2. Bring class together after isolation time and discuss their feelings during isolation time. How much time would you like to spend alone? With one other person? in groups? 3. Discuss different types of groups and social settings individuals interact with (such as school, family, scouts, church, etc.). Compile a class list. <p>Follow-Up:</p> <p>Teacher divides bulletin board or butcher paper into areas for each group; children interact with as named in #3 above; children write their names; date, and how they interact with a certain group over a week's time.</p> <p>Example:</p> <table border="1" data-bbox="1209 518 1466 1367"> <tr> <td>Family</td> <td>Sports</td> <td>Church</td> </tr> <tr> <td>Large Group</td> <td>School</td> <td>Community Group</td> </tr> </table>			Family	Sports	Church	Large Group	School	Community Group
Family	Sports	Church							
Large Group	School	Community Group							
<p>COMMENTS OR SUGGESTED CHANGES</p>		<p>Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! _____ Wow! _____</p>							

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Find out what kinds of groups exist in local community. What do the groups do? Find out if similar groups exist in other parts of the world.</p>
<p>ART</p> <p>Make a mural showing various groups in action. Discuss why people are in those groups.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Create and solve addition and subtraction problems using data from the interaction chart.</p>
<p>SCIENCE</p> <p>Visit the zoo or study the habits of various animals. Which ones spend most of their time alone? in groups?</p>	<p>WRITING</p> <p>Respond to open-ended sentences.</p> <p>a. Being with people is _____. b. Being alone is _____. c. I am lonely when _____. d. If I wanted to be in a group I would _____.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into partners. Have partners communicate with each other without speaking, e.g., touch, pictures, etc.). What might it be like to be unable to speak? What effects might it have on relating to others?</p>	<p>OTHER</p>

ready	The student will be able to suggest alternative courses of action in response to problem situations and choose one course.				
	student	I will use this activity to help students: <div><div>develop self-concept</div><div><div>x</div>improve decision-making ability</div><div><div>x</div>clarify attitudes and values</div></div> <div><div>increase knowledge</div><div><div>_____</div>improve communications</div><div><div>_____</div>learn or improve health skills</div></div> <div>develop social responsibility</div> <div><div>_____</div>other (please designate)</div>			
		RESOURCES		ACTIVITY	EVALUATION
go	Teacher creates Groans & Giggles Box (1)	1. Children draw a card from the Groans and Giggles Box and reads it to class. Write the problem in the center circle on the Alternatives Chart. The entire class thinks to themselves how they might handle the situation. Stress the idea that there are many ways to handle the same situation.			
	Alternatives Chart Teacher: Devise your own interpretation of the chart.	2. The child who drew the card proposes his/her solution. Classmates can propose alternative solutions. Write alternatives on Chart or draw pictures in each circle to represent alternatives. Try to create as many alternatives as possible.			
		3. Class discussion might include the following: <div><div>a. Why did the situation develop?</div><div>b. What are some ways of reacting?</div><div>c. What might the consequences of your way of reacting be?</div><div>d. Is there an alternative that might be better?</div><div>e. How can knowing some alternatives help us deal with situations?</div></div>			
		COMMENTS OR SUGGESTED CHANGES		Teacher evaluation of activity. please circle: <div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>light!</div><div>Wow!</div></div>	

<p>PHYSICAL EDUCATION</p> <p>Have children try an activity they have never tried before. If they have any problems, ask them to suggest alternatives.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Name some real problems in the classroom or on the playground. List alternatives for solution.</p>
<p>ART</p> <p>Draw a picture illustrating one of the situations from the Groan and Giggles Box or any situation you choose. Share with the class.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Make up story problems involving a given amount of money. List alternative ways to spend the money. Have children choose an alternative and share their reasons for their choice.</p>
<p>SCIENCE</p> <p>Imagine that there was not electricity in the neighborhood for a day. Discuss how that would affect home and school and what alternatives one might consider.</p>	<p>WRITING</p> <p>Write a story using one of the situations from the Groans and Giggles Box as a story starter. Choose an alternative and write the ending.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>One child selects a card and without revealing its message, acts out the situation or picks others to help him/her where necessary. Classmates try to guess situation and suggest alternatives. Group acts out each alternative. Class</p>	<p>OTHER</p>

r e a d y	The student will increase awareness of own and others' feelings and practice various ways to express them; will identify ways of coping with situations in which he/she is disturbed by the behavior of self or others; will be able to suggest alternative courses of action in response to problem situations and choose one course.	
s e t	I will use this activity to help students: <div><div><input checked="" type="checkbox"/> develop self-concept <input checked="" type="checkbox"/> improve decision-making ability <input checked="" type="checkbox"/> clarify attitudes and values</div><div><input type="checkbox"/> increase knowledge <input checked="" type="checkbox"/> improve communications <input type="checkbox"/> learn or improve health skills</div><div><input checked="" type="checkbox"/> develop social responsibility <input type="checkbox"/> other (please designate) <input type="checkbox"/> develop coping skills</div></div>	
g o	RESOURCES	ACTIVITY
	Teacher: Devise Individual Task Cards (25)	1. Task cards can be used after group activities to provide additional reinforcement and meet individual needs. Cards #1-7 provide practice with skills of suggesting alternatives and choosing a course of action. Cards #8-25 encourage children to express their feelings in various ways.
		EVALUATION
		COMMENTS OR SUGGESTED CHANGES
		Teacher evaluation of activity. Please circle: <div><div>12345</div><div>ugh!Wow!</div></div>

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	<p>WRITING</p> <p>Use the task cards as story starters for creative writing.</p>	READING
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have the class work in small groups using a tape recorder to discuss situations on the task cards.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play or use puppets to dramatize situations described on task cards.</p>	OTHER

The student will be able to identify and practice various ways of helping. He/she will be able to identify feelings and emotions that may result from helping someone or being helped.		
r e a d y s e t	<i>I will use this activity to help students:</i> x <u>develop self-concept</u> <u>improve decision-making ability</u> x <u>clarify attitudes and values</u>	<u>increase knowledge</u> <u>improve communications</u> <u>learn or improve health skills</u> x <u>develop social responsibility</u> x <u>other (please designate)</u> develop coping skills
	RESOURCES	EVALUATION
g o	Teacher: Read book about people helping people.	
	<ol style="list-style-type: none">1. Read the book to the class.2. Discuss the ways the characters helped one another, did they become friends, and why?3. Discuss ways class can help others. What can you do if you want to help someone but they don't want your help?4. Divide class into groups of four. Assign each group a category of people to whom they can give help; e.g., parents, peers, brothers and sisters, teachers. Have them list all the ways they can think of to help. Regroup as a class and compile all ideas on a chart. Children select one way of helping and try it. Report to class the next day how they felt when they helped.	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 <u>ugh!</u> <u>wow!</u>

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Name some community helpers and the problems they help people with. Include alcohol agencies.</p> <p>Visit a community helping agency such as the Fire Department or invite a community helper to speak to the class.</p>
<p>ART</p> <p>Draw a picture of yourself doing something alone. Draw a picture of yourself doing something with someone helping you.</p> <p>Share with the class.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Have children do a science lesson or experiment alone, then with another person. Discuss which way children like to work.</p>	<p>WRITING</p> <p>Write a story about a person needing help. Describe what kind of help is needed. Share the story with classmates and list to whom and where the person in the story could go for help.</p>	<p>READING</p> <p>Read a biography of one who has helped in health or medicine.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play a person needing help and another person helping.</p>	<p>OTHER</p>

<div>ready</div>	<div>The student will be able to identify and practice various ways of helping.</div>		
	<div> <div> <div>I will use this activity to help students:</div> <div> <div>x develop self-concept</div> <div>improve decision-making ability</div> <div>clarify attitudes and values</div> </div> </div> <div> <div>increase knowledge</div> <div>x improve communications</div> <div>learn or improve health skills</div> </div> <div> <div>x develop social responsibility</div> <div>x other (please designate)</div> <div>develop coping skills</div> </div> </div>	<div>RESOURCES</div>	<div>EVALUATION</div>
		<div>ACTIVITY</div>	<div>COMMENTS OR SUGGESTED CHANGES</div>
<div>go</div>		<div> Put the names of everyone in the class in a box and ask each child to draw the name of a "secret friend." Then each child: <div> <div>a. writes the "secret friend" a letter or draws a picture telling the things he/she likes about the friend. The letter or picture will be signed "Guess Who?"</div> <div>b. During the next two weeks he/she tries to find many ways to help the secret friend without giving away his/her own identity, e.g., invites him/her to join in games; shares toys, food, etc. with him or her; compliments him/her; draws pictures or writes notes to him/her and secretly slips them into the desk or into a class mailbox; leaves a flower, shell, etc., on his/her desk.</div> <div>c. At the end of the two weeks, children try to identify who their Guess Who is and talk about the ways Guess Who helped them and how the special favors made them feel.</div> <div>d. Make a list of the ways everyone found to help their secret friends. How did it feel to give help as well as receive it?</div> </div> </div>	<div> Teacher evaluation of activity. Please circle: <div> <div>1 2 3 4 5</div> <div>Ugh! Wow!</div> </div> </div>

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Draw a picture, make a gift for the "secret friend."</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss ways things in the environment are "secret friends" which help us. How do worms, trees, lakes, etc., help us? How can we be friends to the environment?</p>	<p>WRITING</p> <p>Write letters to the "secret friend."</p> <p>After "secret friend" is revealed, write thank-you letters.</p>	<p>READING</p> <p>Have children read aloud the letters they receive from their secret friends.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER _____</p>

1	2	3	4	5
Ugh!				Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

<p>PHYSICAL EDUCATION</p> <p>Take a "trust walk" with a partner. One partner closes his/her eyes and is lead around by other partner. Switch roles. Discuss how it felt to give and receive help.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Discuss how to get help for emergencies from community agencies, e.g., fire, accident. Use toy telephone to practice giving name, address, and description of situations.</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story about a time you needed help, telling why you needed help and what happened.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

AREA:	Alcohol Education	PAGE:	
TOPIC:	COPING - Adult/Child Communication	GRADE:	2-3
The student will be able to identify and practice skills which encourage better communication between children and adults.			
s e t	I will use this activity to help students:		
	<div><div>develop self-concept</div><div>improve decision-making ability</div><div>clarify attitudes and values</div></div> <div><div>x increase knowledge</div><div>x improve communications</div><div>learn or improve health skills</div></div> <div><div>develop social responsibility</div><div>x other (please designate)</div><div>develop coping skills</div></div>		
RESOURCES		ACTIVITY	EVALUATION
g o	Teacher: Make Photoboard of man watching TV	<div>1. Display photoboard and discuss children's interpretation of the situation pictured. What is an interruption? Tell about some time when you didn't want to be interrupted. How do you feel if someone keeps talking to you when you don't want to be interrupted? If an adult says, "Go away. I'm busy," does it mean he/she doesn't love you? What would you do if someone said that to you?</div> <div>2. Ask, "When you want to discuss something with your parents, teacher, or another adult, how do you do it?" List ideas on chalkboard as children suggest them.</div> <div>3. Emphasize or add:<div>a. time</div><div>b. place</div><div>c. activity going on</div><div>d. approach</div></div> <div>4. Role-play the situation depicted on the photoboard with one child playing parent or teacher and one child playing him/herself. Class can suggest alternative ways of handling the situation.</div> <div>5. Have children suggest other topics they'd like to discuss with adults or other activities they'd like to do with adults. Class can describe how and when they would discuss them.</div>	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:<div><div>1 2 3 4 5</div><div>ugh! low!</div></div></div>

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART Have children draw pictures of themselves communicating well with adults. Share pictures with class, explaining the topic of discussion and what they did to help make it successful.	SPELLING	MATH
SCIENCE	WRITING Children can think of a topic they would like to discuss with an adult or choose one from the list suggested by the class. Have them write a story telling how they could discuss the topic and what the adult's response might be.	READING Read a book about communication such as <u>Speak Up</u> , Edie by Johanna Johnson.
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

The student will be able to identify peer influence on own feelings, behavior, and decisions and demonstrate his/her power to affect others.

I will use this activity to help students:

<input checked="" type="checkbox"/> develop self-concept	<input checked="" type="checkbox"/> increase knowledge	<input type="checkbox"/> develop social responsibility
<input checked="" type="checkbox"/> improve decision-making ability	<input type="checkbox"/> improve communications	<input type="checkbox"/> other (please designate)
<input checked="" type="checkbox"/> clarify attitudes and values	<input type="checkbox"/> learn or improve health skills	

RESOURCES

ACTIVITY

EVALUATION

Paper, pencils
List of names of children in class.

1. Class discusses having positive feelings toward others, how it makes us feel to hear good things about ourselves, how to accept those feelings.
2. Teacher provides each child with list of classmate's names.
3. Children write positive statements about all their classmates.
4. Cut out statements so that everyone receives a positive statement from all peers.
5. Statements could be pasted on a poster, silhouette of child, self-portrait, booklet, etc. Child adds picture of him/herself doing the positive things. Title the paper, "I Feel Good Because My Class Says..." or "This Is What My Classmates Think of Me..."
6. Give children a chance to share their statements with the class and discuss how they feel about themselves.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
ugh!				Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>Play <u>Stone Face</u></p> <p>Child who is "it" must remain motionless and expressionless while classmates perform stunts, make faces, etc. in order to influence "it" to express some emotion.</p>	<p>Learn a song about feeling good about self and others such as "I'm Somebody" from American Red Cross Youth News, April 1975.</p>	<p>Discuss safety in the community. What decisions are made by others for us, e.g., crosswalks, traffic lights, etc.? What decisions can we make for ourselves?</p>
ART	SPELLING	MATH
<p>Each child can arrange the positive statements about him/herself on any background material available; e.g., construction paper cut into interesting shapes, piece of wood, fabric, and decorate it. This activity could also be done for a special holiday, e.g., Valentine's Day.</p>		
ART, Cont. SCIENCE	WRITING	READING
<p>Offer a variety of art media and allow children to choose what they want for an art project. The project theme could be chosen by the teacher one day, a variety of suggestions offered by the class another day, and each child thinking alone another day.</p>	<p>Children can take turns interviewing each other about their likes and dislikes. Stories can be written and displayed on bulletin board.</p> <p>Write a story about a decision you wish you could make for yourself. Tell what the decision is, who makes it for you now, and why you'd like to decide yourself.</p>	<p>Read <u>Bargain for Frances</u> by Russell Hobson and discuss how Frances was influenced by her friend.</p>
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER
<p>Have children tell about a decision they made this week. Did they make it for themselves or did someone make it for them? What happened?</p>	<p>Have children role play or use puppets to dramatize the influence they can have on others' feelings or behavior, e.g., one tries to persuade the other to do something; one does something and others imitate, etc. Discuss accepting respon-</p>	

The student will be able to list major people, institutions, and processes from which he/she learns.

I will use this activity to help students:
develop self-concept increase knowledge develop social responsibility
☒ improve decision-making ability ☒ improve communications other (please designate)
clarify attitudes and values learn or improve health skills

EVALUATION

ACTIVITY

RESOURCES

90

Teacher: Collect Learning Pictures (9) (telephone, bicycles, cars, numbers and letters, library, alcohol, whale, cigarettes, rocket)	<ol style="list-style-type: none">1. Display the pictures one at a time and discuss with children where they think they first learned about each pictured thing. Was it a person, place, or thing that helped them learn? How old are they when they first learned about it? Have they learned any more or anything different about it since the first time they heard about it?2. Have class fold a paper into four parts. In each part children draw a picture of a person, place, or thing that helps them learn.3. Let children share their pictures and describe what the person, place or thing helped them learn. Make a class list of the variety of things learned and the people, places or things from which class learned.	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div><div>12345</div><div>ugh!Wow!</div></div>
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<p>PHYSICAL EDUCATION</p> <p>Learn new games through a variety of means--have one child teach the class; write directions for a game and have children read them and try to play, etc. How many ways can you learn a game? Which way was the easiest for you?</p>	<p>MUSIC</p> <p>Have a songfest. Have children sing a song they have learned at home, a song from school, from TV, etc. How many ways can we learn?</p>	<p>SOCIAL STUDIES</p> <p>Make a TV or movie box of people from whom children have learned.</p> <p>Or, learn about children in other cultures and from whom they learn. Compare with what you learn.</p>
<p>ART</p> <p>Make a mural showing children learning in different ways.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Have children: Count the number of new things they learn in a day. Note the source they were learned from. Count the number of children separately who learned from people, institutions and processes. Which was the major source for the class</p>
<p>SCIENCE</p> <p>How do our senses help us learn? Experiment to see what you can learn about an object by just seeing it; feeling it without seeing it, hearing it without seeing or touching it; smelling; tasting it.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into groups. Role-play a situation in which a member of the family is helping someone learn something; e.g., brush teeth, hit a ball, etc.</p>	<p>OTHER</p>

AREA: Alcohol Education

PAGE:

GRADE: 2-3

TOPIC: DECISION-MAKING - Advertising

The student will be able to list major people, institutions and processes from which he/she learns.

I will use this activity to help students:

develop self-concept

x improve decision-making ability

x clarify attitudes and values

increase knowledge

improve communications

learn or improve health skills

develop social responsibility
other (please designate)

RESOURCES

ACTIVITY

EVALUATION

Old magazines,
newspapers, pa-
per glue, scis-
sors.

1. Have children look through old magazines, newspapers, etc. and cut out pictures of advertisements of health-related products they would like to buy.
2. Have children glue these pictures into a collage.
3. Each child shares his/her collage with the class and tells why he/she would buy those products. Class can discuss whether they think the products are good for us.
4. List the items selected by the children according to categories: toothpastes, foods, beverages, drugs, etc.

5. Discussion:

- a. How many of these things do we really need?
- b. Can advertising make us want things we don't really need or make us think we need them?
- c. Name some things you have seen advertised on TV which you want. Are these things you really need? Name some things your friends have that you want. Are they things you really need?

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
Light! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Have children design book cover for an imaginary book or cereal boxes for an imaginary cereal. Hang them up around the room and have class secretly select the ones they'd buy or read. Discuss what feelings influenced those choices</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Make cups of unflavored gelatin. Color each a different color with food coloring. Children taste each and discuss flavor. Were they influenced by the color of the gelatin? How do feelings influence what we eat and drink?</p>	<p>WRITING</p> <p>Write your own ad.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Make up an ad with sound effects, etc. and tell it to the tape recorder. Play it for class.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into groups. Groups role-play various ads to try to convince class to buy their products. What makes class want to buy or not to buy it?</p>	<p>OTHER</p>

<p>PHYSICAL EDUCATION</p> <p>Try to play a game using a large rubber ball without any rules. How long did the game last before someone tried to make some rules or get angry, etc. Why did they want to have rules?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Review some school, community and family rules. What are the rules designed to overcome or prevent?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write some rules about alcohol that you think people should follow. Explain why you think they should.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Divide class into groups. Discuss what school would be like without any rules. Each group lists the rules they would make for the school. Discuss as a class.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

ready

Student will be able to identify a variety of ways to feel good.

set

I will use this activity to help students:

- ☒ develop self-concept
- ☒ improve decision-making ability
- ☒ clarify attitudes and values
- ☐ increase knowledge
- ☐ improve communications
- ☐ learn or improve health skills
- ☐ develop social responsibility
- ☐ other (please designate)

go

RESOURCES

Paper, crayons

ACTIVITY

1. Discuss feeling good. Do you like to feel good? Describe or show how you act when you're feeling good. Why do people want to feel good. Is it normal to feel bad sometimes, too?
2. List on board what children say that make people feel good.
3. Each child draws a picture of self doing something that makes him/her feel good.
4. Display pictures in a room.
5. Try some of the activities that can be done at school. Discuss feelings. Encourage children to try some activities that can be done outside of school and report their feelings to the class.

EVALUATION

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 29

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Make a collage of things that make you feel good.</p> <p>Make a badge showing what makes you feel good and wear it for a day.</p>	<p>SPELLING</p> <p>Learn to spell the words on your list of things that make you feel good.</p>	<p>Discuss ways of feeling good that might be used by children in other regions of the U.S. or world.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story about the things that make you feel good and bad about school.</p>	<p>MATH</p>
	<p>READING</p> <p>Have children bring a book from the library or home that makes them feel good and share it with the class.</p>	
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play some situations where a person is feeling sad. What can you do to help the person feel better? How can that person help him/herself feel good?</p>	<p>OTHER</p>

ready	The student will be able to identify some of the behaviors resulting from drinking alcohol in varying quantities.			
	I will use this activity to help students: develop self-concept improve decision-making ability clarify attitudes and values		<div> <div> <div>x increase knowledge</div> <div>improve communications</div> <div>learn or improve health skills</div> </div> <div>develop social responsibility</div> <div>other (please designate)</div> </div>	
go	RESOURCES	ACTIVITY	EVALUATION	
	Teacher: Create an Alcohol Effects Photoboards (6)	<ol style="list-style-type: none"> Display photoboards showing people drinking alcohol. Ask children to describe what they see. What are the people doing? Are they drinking alcohol? How can you tell? Why do some people drink alcohol? Discuss how the amount of alcohol consumed can change the way it affects a person. Have children identify the different feelings shown in each situation on the photoboards. Does everyone who drinks alcohol get drunk each time they drink? What are some ways people might act when they drink a little alcohol? What might happen when people drink too much? Note that some people have an illness, alcoholism, and can't stop drinking too much. They need help to get better. Have children identify which of the situations pictured could take place without alcohol. Why do some people not drink alcohol? Can they still enjoy a meal, a party, a boat ride, etc., without alcohol? Ask volunteers to divide the photoboards into two groups according to what they think are positive and negative ways alcohol is used and explain their reasons. Discuss differences children have in making their classifications. 	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div>ugh!</div> <div>Wow!</div>	

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	<p>WRITING</p> <p>Have children select two pictures, one they feel is negative, one positive, and write a story about each explaining their feelings.</p>	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

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TO THE TEACHER

This entire program is built on the premise that you, the teacher, will facilitate its implementation as an adult who can comfortably deal with the issues presented. This presumes that the discussion of alcohol, with all of its positive and negative ramifications, is not a highly sensitive issue for you at this time.

Because of the realities of ethnic background, religious affiliation, and the personal value system that all adults integrate into themselves and out of which personal responses flow, it is vital for you, the teacher and adult model to your students, to deal honestly and adequately with your own attitudes and values regarding the topic of alcohol before relating to the students.

Below are some value-clarifying points to consider and evaluate before delving into the lesson plans which follow. The age-old axiom that a teacher teaches himself/herself makes it imperative that you are aware of your own strengths and weaknesses regarding this area of concern to all of society.

SELF EVALUATION

1. What connotations does the word "alcohol" have for you?
 - a. What emotions are called forth in you?
 - b. What mental images, if any, are called up in you?
2. Using your responses to number 1 search back into your own history and clarify the sources of your feelings and images:
 - a. observations of family members
 - b. religious training
 - c. observation of a friend
 - d. an experience you had yourself
 - e. media presentations
 - f. school instruction
 - g. a present situation you are involved in
 - h. any other sources
3. Label each item in number 2 in one of the following ways to clarify what it taught you about alcohol:
 - a. to use alcohol moderately
 - b. to abuse alcohol
 - c. both a and b
 - d. neither a or b (alcohol not involved in any way)
4. If you have had some negative experiences with alcohol in your past, do you identify yourself as "healed" of the negative effects or do you recognize "unhealed" areas? (healed meaning the following: the pain of the experience has resolved itself in you and any scars are understood and recognized for what they are; and that the scars do not prevent you from seeing both sides of the issue regarding alcohol: moderate use and abuse.)
5. Does social pressure dictate your use of alcohol, or have you made a personal decision regarding its use that you attempt to live by no matter what the circumstances might be?
6. Would you identify yourself as "in control" of your own attitudes regarding alcohol so that you could reason coolly and logically with someone with opposing views? ...as opposed to it being an automatic emotional issue for you?
7. Review your definition of yourself as a teacher. Are you comfortable with all the challenges of this definition with regard to alcohol education and its demands on you?

HOW TO USE THESE LESSON PLANS

These lesson plans are designed to assist you in making alcohol education relevant and interesting to your students. It is assumed that all previous material to your grade level has been covered by earlier instructors. If your students have not had the lead-up information, please choose carefully from the preceding grades, what information you feel they need before going into their own grade level. In addition, you should make every effort at all grade levels to incorporate parents into the whole goal structure, particularly when the students are dealing with attitudes about the use of alcohol. Realizing that the child's primary values come from parents, you should present the goals and objectives of alcohol education to the parents before using these plans with the children.

It is strongly recommended that all those dealing with the individual students be sensitive to the child's response to this program. Be prepared to implement an alternative program if the child's home experiences make the issue of alcohol too sensitive for him/her to handle it as a classroom presentation. This alternative might include special counselling in addition to the classroom presentation or possibly removal from the class during discussion of the topic "alcohol".

This plan book is divided into two major sections: Learning Activities (white pages), and Resource Supplement (yellow pages). The Learning Activities section contains lesson plans for classroom instruction, designed to involve students in expressing their feelings, making decisions, and understanding their values and behaviors related to alcohol, as well as gaining basic information about alcohol.

Please feel free to use the activities in whatever order you choose, and add your own ideas and materials.

Another feature of the plan book is the integration grid found on the back of each activity sheet. There you will find ideas on how the objective stated on the front of the sheet (box marked "Ready") can be accomplished through other subject areas. Share the ideas with fellow teachers and if you have an idea for integration into another subject area, please write it in the appropriate space on the grid.

The Yellow Pages (Part III) is a resource supplement containing the basic factual content upon which the learning activities are based. Where appropriate, each lesson plan has been cross-referenced with the corresponding section and page number in The Yellow Pages so that if you want additional information before teaching the lesson, you can "find it fast in The Yellow Pages."

SELF EVALUATION

Good teaching includes continual evaluation of your presentation and how this was received by the students. As you become aware of the dynamics of your class, continually adjust the material to keep it relevant to your group.

GOALS AND OBJECTIVES

GRADE 4

Overall Goal: The overall goal is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grade 4 level are:

DECISION-MAKING

The student will know that the decisions he/she will make, including decisions about alcohol, are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions. (p. 11)
- B. The student will be able to define what having responsibility means and how his/her decisions may be affected by the amount and kinds of responsibility he/she has. (p. 9)
- C. The student will be able to predict consequences and evaluate the risk factors in his/her decisions. (p. 21)
- D. The student will be able to identify his/her power to influence others' behavior and attitudes. (p. 6)

COPING

The student will know that there are a variety of coping skills one can use for dealing with problems.

- A. The student will know that coping behavior is part of everyone's life, and people use various methods for coping with their problems, including alcohol. (p. 25)

ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effects on the human body in order to make responsible decisions about alcohol.

- A. The student will be able to distinguish between facts and myths about alcohol. This includes myths about ethnic subcultures. (p. 13, 15)
- B. The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices. (p. 17)
- C. The student will be able to identify reasons by people drink and why people don't drink. (p. 19)

SELF-IMAGE

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. (1, 3, 6)
- B. The student will know that he/she is a worthwhile person. (p. 1)
- C. The student will be able to identify a variety of ways to feel good. (p. 27)

The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. The student will know that he/she is a worthwhile person.

I will use this activity to help students:

x develop self-concept

x improve decision-making ability

clarify attitudes and values

increase knowledge

x improve communications

learn or improve health skills

x develop social responsibility

other (please designate)

RESOURCES

Large butcher paper on bulletin board with title, "I Saw Someone Doing Good," and felt pens

ACTIVITY

I Saw Somebody Doing Something Good

- Discuss what people notice about other people, especially in class and at recess. Often negative behaviors receive much attention and people who "behave" without drawing attention to themselves in a negative way are ignored.
- Tell the students that for a certain amount of time you'd like them to keep an eye open for people doing positive, considerate, neat things at school (or at home). When they see somebody doing something good, they write the name of the student and what the student did on the bulletin board and sign their name next to their comments
- Each day at intervals the teacher and class comment on the additions to the board reinforcing the one who did something good and the one who noticed it. Students can discuss how it makes them feel about themselves when others notice the good things they do and comment on it. How do students feel about themselves when others comment only on negative things? Is it okay to like yourself?
- When the butcher paper is full, let each student cut out the statements about him/herself doing good things and paste them on a sheet of paper. Each student can add to his/her own paper other good things he/she has done during the same time period that weren't noticed. Share papers with class or incorporate into an "All About Me" folder.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5

ugh! wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 2

PHYSICAL EDUCATION	MUSIC	<p>SOCIAL STUDIES</p> <p>Students bring newspaper to class and circle news articles about positive things which are reported with one color ink and negative things with another color. Which kind of news gets more coverage? How does that affect our feelings about our lives?</p>
ART	SPELLING	<p>MATH</p>
SCIENCE	<p>WRITING</p> <p>Students draw the name of a classmate and write a description of that person (without naming who it is). Stress his/her good traits. Class tries to guess who it is.</p>	<p>READING</p> <p>Read the IALAC story by Sidney Simon (Argus Publishers). Have students discuss things which destroy their IALAC signs and those that build them up.</p>
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	<p>OTHER</p>

AREA: Alcohol Education

PAGE: 3

TOPIC: SELF-IMAGE - Strengths and Weaknesses

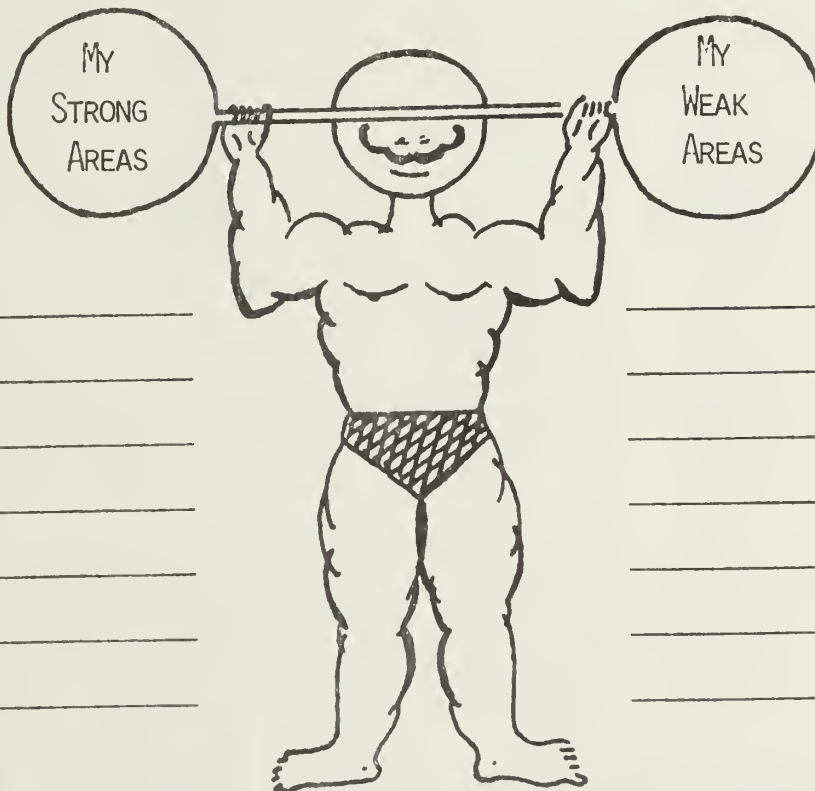
GRADE: 4

ready	The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses.		
set	I will use this activity to help students: x develop self-concept improve decision-making ability x clarify attitudes and values	increase knowledge improve communications learn or improve health skills	develop social responsibility other (please designate)
go	<div>RESOURCES</div> Copy of: Worksheet "Strengths and Weaknesses" (see following page)	<div>ACTIVITY</div> <ol style="list-style-type: none"> Make copies of the "Strengths and Weaknesses" worksheet for your class (see following page). Discuss the meaning of strengths and weaknesses in terms of the total person--physical, mental, emotional, spiritual--and give some examples for each of those areas. Why is it important to know your strengths and weaknesses? Complete the worksheet. Students may feel more at ease if they are not asked to write their names on their papers. The class can share their responses to the worksheet in small groups or have individual conferences with the teacher on ways to improve weaknesses and ways to use strengths. Discuss ways self-image influences decision-making and behavior. How might the way a person feels about him/herself affect things such as playing a musical instrument, participating in athletics, doing things his/her friends do, using alcohol, moving to a new school or neighborhood? 	<div>EVALUATION</div> <div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div> <div>1 2 3 4 5</div> <div>ugh! wow!</div> </div>

<p>PHYSICAL EDUCATION</p> <p>Have a Skill Day - students can tell about and demonstrate, when possible, a skill (strength) they have in a particular sport, game, activity.</p>	<p>MUSIC</p> <p>Have students who feel music is one of their strengths demonstrate their abilities to the class.</p>	<p>SOCIAL STUDIES</p> <p>Visit offices, factories, etc., in the community to determine strengths useful in various occupations.</p> <p>Have a class debate on a current event. How did it feel to express your own opinions and stand up for them when other's didn't agree? How do others influence our decisions and actions?</p>
<p>ART</p> <p>Have students use any medium (paint, clay, collage, etc.) to show themselves doing something they do well.</p> <p>Have everyone make exactly the same picture in the same way--no variations. Then repeat with the students adding their own innovations. Which do they prefer? Why?</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Observe and discuss the strengths and weaknesses of various animals and the effects on their behavior. How are their lifestyles adapted to their strengths and weaknesses? Do people adapt their lifestyles to their strengths and weaknesses?</p>	<p>WRITING</p> <p>Students write paragraph describing themselves including strengths and weaknesses but omit their names. Class tries to identify who it is.</p> <p>Students write stores about what they wish they were like and why. Do they think they can achieve their wish? Why or why not?</p>	<p>READING</p> <p>Read biographies of people alive today or in the past who were known for their strengths in some area, e.g., stories in I Can--Compete--Care (American Book Company) or Value Tales by Johnson (Rand McNally).</p> <p>Read books about peer influence, e.g., Takers and Returners by Carol Beach York (Thomas Nelson, Inc.).</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide the class into groups and give each group time to plan a situation where one person is standing up for what he/she thinks in the face of group pressure. Have each dramatize their situation for the class.</p>	<p>OTHER</p>

MY STRENGTHS AND WEAKNESSES

1. I FEEL GOOD WHEN _____ SAYS I _____.
2. I FEEL LEFT OUT WHEN _____ DOESN'T CHOOSE ME FOR _____.
3. I FEEL IMPORTANT WHEN I _____.
4. I GET ANGRY WHEN _____ CORRECTS ME ON _____.
5. _____ USUALLY MAKES ME FEEL _____.
6. IT'S DISAPPOINTING WHEN _____ DOESN'T NOTICE _____.
7. NO MATTER HOW HARD I TRY, I NEVER _____.
8. ONE THING I REALLY ENJOY IS _____.



LIST AT LEAST ONE WEAKNESS YOU HAVE. TELL HOW YOU COULD IMPROVE YOURSELF IN THAT AREA.

The student will be able to identify his/her power to influence others' behavior and attitudes.

I will use this activity to help students:

☒ develop self-concept ☐ increase knowledge ☐ develop social responsibility
☒ improve decision-making ability ☐ improve communications ☐ other (please designate)
☒ clarify attitudes and values ☐ learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

Copy of:

\$1000 bill (See following page)

1. Make copies of the \$1000 bill on the following page and give one to each student.
2. Tell students that they may spend the money in any way they wish. Have them write their decisions and/or draw pictures of their choices without discussing them with classmates.
3. When everyone has made an individual choice, discuss choices as a group. Then give the class a chance to re-do their papers and choices.
4. Compare the two papers and discuss if and how their choices changed after the group discussion. Were they influenced by their peers? How? What changes did they make? Why? Who influenced their changes? If they made no changes, why not?
5. Have students give examples of other choices they've made which have been influenced by their peers as well as ways they have influenced others. What's it like to have your friend want you to do something and you don't want to do it? What's it like when you want your friend to do something and your friend won't do it? Can friends make us do things we don't want to do? Under what circumstances? What role might peer influence play in a person's decision to try alcohol?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
ugh! wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Have class draw pictures of things they would buy if they had \$1,000.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Have sales catalogues from various stores available to check actual values of things. How much could you really buy with \$1,000.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have class write creative stories about how they would spend \$1,000 or how their lives changed when they spent the money.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>



ready

The student will be able to define what having responsibility means and how his/her decisions may be affected by the amount and kinds of responsibility he/she has.

set

I will use this activity to help students:
x develop self-concept
x improve decision-making ability
x clarify attitudes and values

increase knowledge
improve communications
learn or improve health skills

develop social responsibility
other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

1. Have students make a list of responsibilities they have at home and at school. What would happen if they neglected those responsibilities? Are there other responsibilities they would like to have? What are some ways to get other responsibilities they'd like? If they feel they have too much responsibility, what can they do?
2. Have students write a short paragraph describing responsibilities they have which they dislike and why and/or responsibilities they want and why. Take home to share with parents.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Have students develop a mobile illustrating the responsibilities they have at home and at school.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have students write a brief story about an incident where someone gave them responsibility and how they felt about it.</p>	<p>READING</p> <p>Read books dealing with various aspects of responsibility, e.g., <u>All Alone With Daddy</u> by Joan Fassler (Behavioral Publications); <u>Benjie: On His Own</u> by Joan Lexau (Dial Press).</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Divide class into groups. Have each group create and dramatize for the class situations showing people accepting and neglecting responsibilities. Discuss the consequences of each.</p>	<p>OTHER</p>

AREA: Alcohol Education		PAGE: 11
TOPIC: DECISION-MAKING - Messages About Alcohol		GRADE: 4
r e a d y	The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions.	
	I will use this activity to help students: develop self-concept x improve decision-making ability x clarify attitudes and values x increase knowledge improve communications learn or improve health skills develop social responsibility other (please designate)	
	EVALUATION	
g o	RESOURCES	ACTIVITY
	Butcher paper Felt pens	1. Have students write on a piece of paper the first 10 words that come to their minds when they hear the word, "alcohol". Give them about 5 minutes. 2. Form small groups to: a. Make composite lists and tally b. Compare lists as to variety in responses and frequency of responses. Why the differences? Similarities? 3. Title a bulletin board on sheet of butcher paper, "Messages About Alcohol." During a 1-week period have students write on it at least 3 messages they receive about alcohol, including what the message was, the source and the way it was received (observing, hearing, reading). The students should not sign their names. Evaluate. Is any of the information conflicting? How does that influence attitudes? Discuss the role of correct information, personal attitudes and values in making decisions about the use/non-use of alcohol.
	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 ugh! Wow!	

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Listen to the words of singing commercials and other songs about alcohol. What message do they carry?</p>	<p>SOCIAL STUDIES</p> <p>Investigate messages one might receive about alcohol in another area of the U.S. or in another culture. Compare with messages in your community.</p>
<p>ART</p> <p>Make a collage from alcohol ads cut from magazines. What kind of messages about alcohol are conveyed as you look at the collage? How do the messages influence you?</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write from the perspective of someone who is blind or deaf. What messages about alcohol are received and how?</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

AREA: Alcohol Education

TOPIC: ALCOHOL INFORMATION - Myths About Alcohol

GRADE: 4

The student will be able to distinguish between facts and myths about alcohol.

I will use this activity to help students:

develop self-concept
improve decision-making ability

x clarify attitudes and values

x increase knowledge
x improve communications

x learn or improve health skills

develop social responsibility
other (please designate)

RESOURCES

Teacher: Make Posters, "Myths About Alcohol" using The Yellow Pages, Myths, pp.6-9

ACTIVITY

1. Display myth posters. Students can read, react, and discuss them informally. Explain what a "myth" is.
2. Ask them to name other statements about alcohol that they think might also be myths. Discuss in small groups or as a class.
3. Have students fold a paper into four squares. Students list four myths, one per square, using myths listed on posters or ones discussed in class. Illustrate the myths using whatever means they choose--cartoons, cutting pictures from magazines, etc.
4. Share myths with class. Each student should explain why the myths he/she listed aren't true and give the correct information.
5. Take home and share with family.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1	2	3	4	5
ugh!				low!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p>	<p>SPELLING Look up the origin of the word "myth."</p>	<p>MATH</p>
<p>SCIENCE What is the role of science in disproving myths? On a diagram or model show how the circulatory system moves alcohol through the body.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing) Role-play various ways people may act after drinking. Discuss why.</p>	<p>OTHER</p>

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The student will be able to distinguish between facts and myths about alcohol in regard to the major subcultures of the world. (European, Native American, Jews, Orientals, Africans.)

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I will use this activity to help students:

develop self-concept ☒ increase knowledge ☒ develop social responsibility
improve decision-making ability ☒ improve communications ☐ other (please designate)
☒ clarify attitudes and values ☐ learn or improve health skills

RESOURCES

The Yellow
Pages,
pp. b-9

ACTIVITY

1. Display myth posters. Students can read, react and discuss them informally. Explain what a "myth" is.
2. Ask them to name other statements about alcohol that they think might also be myths. Discuss in small groups or as a class.
3. Have students fold a paper into four squares. Students list four myths, one per square, using myths listed on posters or ones discussed in class. Illustrate the myths using whatever means they choose---cartoons, cutting pictures from magazines, etc.
4. Share myths papers with class. Each student should explain why the myths he/she listed aren't true and give the correct information.
5. Take home and share with family.

EVALUATION

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
light Wow!

g
o

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 16

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
	Enjoy music particular to the ethnic groups studied.	Class projects on each of the ethnic groups customs as a people.
ART	SPELLING	MATH
Display art particular to the ethnic groups studied.		
SCIENCE	WRITING	READING
	Have students choose one of the ethnic groups discussed. Each should write a letter that apologizes for misunderstandings created by believing myths, and present the view of trying to get acquainted on a more honest level.	Read stories particular to the ethnic groups studied.
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

AREA: Alcohol Education		PAGE: 17
TOPIC: ALCOHOL INFORMATION - History of Alcohol		GRADE: 4
r e a d y	The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices.	
s e t	I will use this activity to help students: develop self-concept _____ x increase knowledge _____ develop social responsibility improve decision-making ability _____ improve communications _____ other (please designate) x clarify attitudes and values _____ learn or improve health skills _____	
	RESOURCES	EVALUATION
g o	From the kit: Liquor store Photoboard (1)	1. Display a photoboard of a liquor store. Use the inquiry process to discuss where the alcohol in the store came from. Has it always been sold as it is today? When was alcohol first discovered? Where? How? List answers suggested by the class. What are some different purposes for which alcohol is used currently or has been used in the past? 2. Discuss which of the early uses of alcohol are still practiced in the U.S. today. 3. Divide class into small groups. Discuss, "If alcohol has been around for many centuries, why are we so concerned about it today?" Have each group list their ideas, illustrate them and share with the class.
Read The Yellow Pages: History, pp. 17-22		COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Compare early uses of alcohol with current uses.</p> <p>Research other cultures to determine how alcohol is used. Compare to uses in U.S. Are there differences? What might account for these differences?</p>
<p>ART</p> <p>Create a pictorial early history of alcohol.</p> <p>Make a bulletin board depicting the various uses of alcohol. Students can draw their own illustrations or cut pictures from a magazine.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Find out how different alcoholic beverages are made today. Compare with processes used in early history.</p> <p>Determine what modern drugs have been created to replace some of the medicinal uses of alcohol.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Write a play about the origins of alcohol and dramatize it.</p>	<p>OTHER</p>

The student will be able to identify reasons why people drink and why people don't drink.

I will use this activity to help students:

x develop self-concept

x improve decision-making ability

x clarify attitudes and values

x increase knowledge

improve communications

learn or improve health skills

develop social responsibility
other (please designate)

RESOURCES

ACTIVITY

EVALUATION

Supplies for constructing mobile.

string, yarn, construction paper

1. Discuss reasons why people do and do not use alcohol.

2. Students individually create mobiles whose theme is: Reasons people use alcohol/reasons people do not use alcohol. On each part of the mobile balance a reason for using alcohol with a reason against.

3. Have students illustrate using cartoon people and decorate color-fully.

4. Share mobiles with the class.

Read The Yellow Pages,
Drinking Patterns
pp. 85-95

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Listen to songs about alcohol to determine what reasons are given for and against its use.</p>	<p>SOCIAL STUDIES</p> <p>Conduct a survey to determine why people in your community drink or don't drink.</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have a debate about why people use alcohol.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

The student will be able to predict consequences and evaluate the risk factors in his/her decisions.

I will use this activity to help students:
develop self-concept _____ increase knowledge _____ x develop social responsibility
improve decision-making ability _____ improve communications _____ other (please designate)
clarify attitudes and values _____ learn or improve health skills _____

RESOURCES

ACTIVITY

EVALUATION

Copy of:
Worksheet-
"What Would You
Do?"

(see following
page)

1. Make copies of "What Would You Do?" and distribute to the students.
For each situation have them (a) write all the alternatives possible;
(b) write the risks associated with each alternative; (c) make a list
of places to find more alternatives or advice; (d) make a decision
and list the reasons for the decision.
2. Do one problem orally as a class; e.g.,
You were playing baseball with a group of friends near the school.
You hit the ball harder than you intended and broke a school window.
You think that the friends you are playing with are the only ones who
saw it happen. What would you do?

- a. Alternatives
- b. Risks
- c. Sources of Help
- d. Your decision

Read The Yellow
Pages:
Decision-Making
pp. 10-16

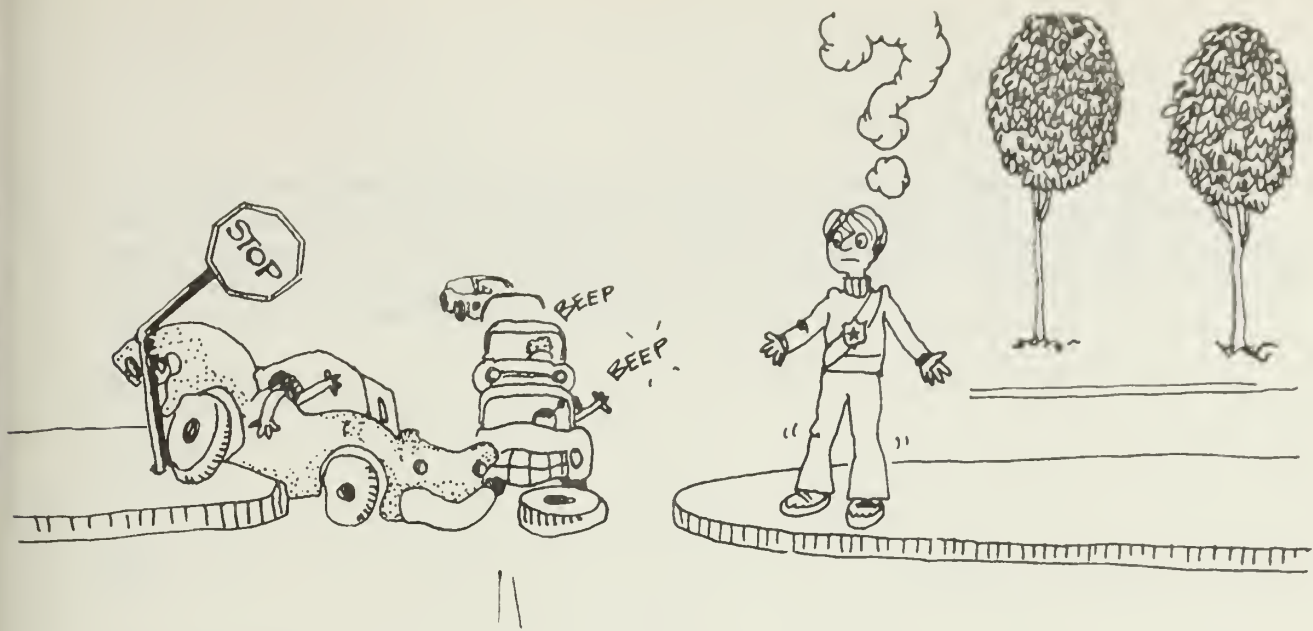
3. Distribute the worksheets and have the class work individually to
complete them. When everyone has finished, discuss as a class. Make
a composite list of all the alternatives, risks, and places to find
help. Discuss differences in the risk factors and decisions listed
by students. How might thinking about risks first influence your
decisions?

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
ugh! wow!

<p>PHYSICAL EDUCATION</p> <p>Propose some problems which might arise in physical education and have the class suggest and try out alternatives; e.g., you want to play baseball but there are no bats. What can you do?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Choose a problem in class, school or neighborhood and identify alternatives, risks, help and decision. Or, show a filmstrip stating a problem, e.g., "Values in Action" (Holt, Rinehart and Winston) and use the same method to arrive at a decision.</p>
<p>ART</p> <p>Have students make a class bulletin board illustrating the effects of alcohol.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Students write their own dilemmas and solutions. Read to the class without the solution and have class suggest alternatives. Read the author's ending.</p> <p>Write a paragraph describing the effects of alcohol on the body.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Tape unfinished dilemmas and ask class to suggest alternatives and risks of each and what decision they think they'd make.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>



WHAT WOULD YOU DO?

1. You are a member of the school safety patrol. Your partner has left the post early for a dental appointment. Just as you are getting ready to leave, a car runs into the street sign on the corner. The driver appears to be seriously hurt, and the car is blocking traffic. What would you do?

Alternatives:

Risks:

Help:

Your Decision:

2. You're visiting a friend. He/she shows you the place where his/her parents keep their liquor. Your friend says, "Hey! Let's make a drink! I know how. I've seen Mom and Dad mix lots of them." The two of you are alone in the house. What would you do?

Alternatives:

Risks:

Help:

Your Decision:

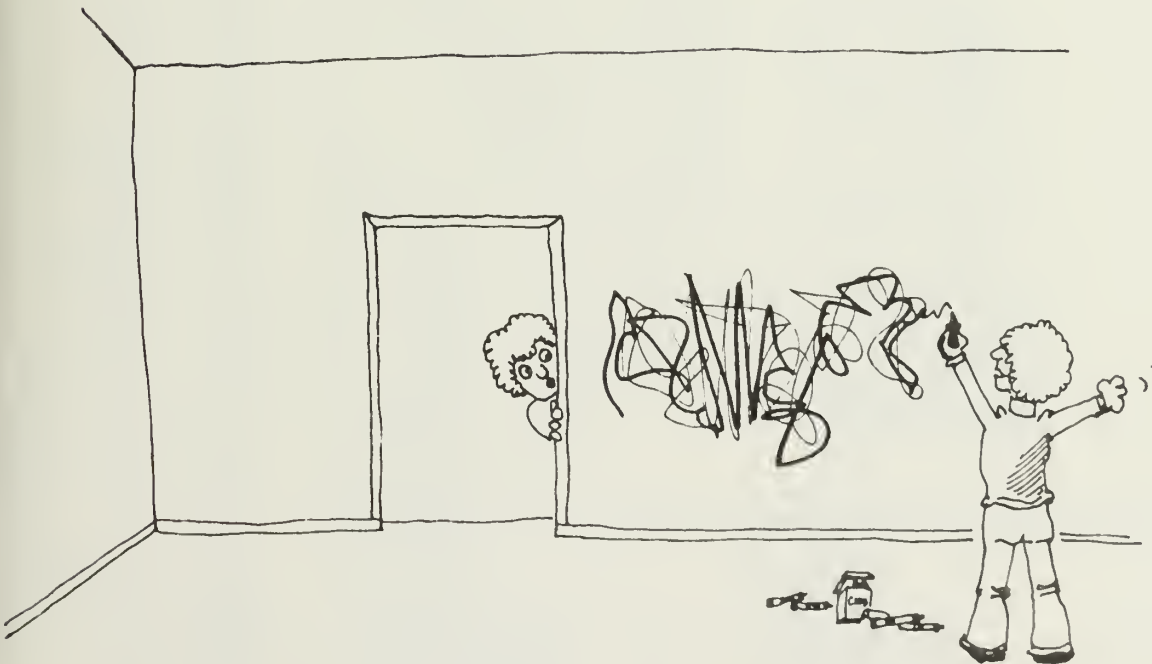
3. At Christmas time the PTA volunteered their time and painted the hallways and rooms in your school. They look much nicer, and you are proud of your PTA. One night after school your best friend takes a crayon and writes all over the new walls in a fit of anger. You are the only one who saw your friend do it. What would you do?

Alternatives:

Risks:

Help:

Your Decision:



r e a d y	The student will know that coping behavior is part of everyone's life, and people use various methods for coping with their problems, including alcohol.	<p><i>I will use this activity to help students:</i></p> <p><input checked="" type="checkbox"/> <i>develop self-concept</i> <input checked="" type="checkbox"/> <i>increase knowledge</i> <input type="checkbox"/> <i>develop social responsibility</i></p> <p><input checked="" type="checkbox"/> <i>improve decision-making ability</i> <input type="checkbox"/> <i>improve communications</i> <input checked="" type="checkbox"/> <i>other (please designate)</i></p> <p><input checked="" type="checkbox"/> <i>clarify attitudes and values</i> <input type="checkbox"/> <i>learn or improve health skills</i> <input type="checkbox"/> <i>develop coping skills</i></p>	EVALUATION
g o	<p>RESOURCES</p> <p>Read <u>The Yellow Pages</u> Decision-Making pp. 10-16</p>	<p>ACTIVITY</p> <p>1. Discuss with the class:</p> <p>a. Which is most important to you: What your friends think of you, what you think of yourself, or what adults think of you? Why?</p> <p>b. Discuss the role friends can play in helping someone deal with a problem. How have you helped someone deal with or cope with a problem.</p> <p>2. Divide the class into small groups. Have each group make a list of common things they must cope with and another list of what they think adults cope with. Make a composite class list and compare what adults and children cope with, noting similarities and differences. Discuss methods used by both groups to cope, including alcohol. Students can copy the list and take home to discuss with parents. The following day students can add to the class list the suggestions made by their parents.</p>	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5 <u>ugh!</u> <u>Wow!</u></p>

<p>PHYSICAL EDUCATION</p> <p>Students think of something that is hard for them and try it every day for one week even if others laugh at them. At end of week discuss their feelings. How did they cope?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Make a class mural showing various situations and different ways people cope with them. Students try to solve their own problems if any arise during group work. Discuss ways they coped.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Observe ways animals cope with problems, e.g., put a partition in a gerbil or rat cage blocking its food</p>	<p>WRITING</p> <p>Write a story describing someone who is faced with a problem and how he/she coped with it.</p>	<p>READING</p> <p>Read books about young people coping with various problems, e.g., <u>The Cow-boy Surprise by William Wise (G. P. Putnam's)</u>; <u>The Boy Who Wouldn't Talk by Lois Bouchard (Doubleday).</u></p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

AREA: Alcohol Education

TOPIC: SELF-IMAGE - Feeling Good

Student will be able to identify a variety of ways to feel good.

I will use this activity to help students:

develop self-concept

improve decision-making ability

clarify attitudes and values

x increase knowledge

improve communications

learn or improve health skills

develop social responsibility
other (please designate)

RESOURCES

Poster boards

Variety of old magazines

ACTIVITY

1. Divide class into small groups.

2. Have each group look through magazines to find pictures to show:

a. Use of alcohol to feel good

b. Other ways besides alcohol for feeling good

3. Each group creates a poster from the pictures entitled, "Feeling Good."

One section of the poster should show feeling good with alcohol; the other, without.

4. Discuss advantages and disadvantages of using the various methods to feel good. Have each student make a list of what makes him/her feel good.

EVALUATION

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
Light Wow!

<p>PHYSICAL EDUCATION</p> <p>For one day, students choose and do the activity they enjoy the most.</p>	<p>MUSIC</p> <p>Listen to different kinds of music. Students identify what makes them feel good and why.</p>	<p>SOCIAL STUDIES</p> <p>Investigate things people in other cultures do to feel good.</p>
<p>ART</p> <p>Students draw pictures of themselves doing three things that make them feel good. Discuss.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have students write a paragraph describing something they did during the past week that made them feel good. Share papers anonymously with the class.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

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Part 11	<u>Learning Activities</u>	
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Part 111	<u>The Yellow Pages</u> --resource supplement (See the Table of Contents in The Yellow Pages for more details.)	

This entire program is built on the premise that you, the teacher, will facilitate implementation as an adult who can comfortably deal with the issues presented. It presumes that the discussion of alcohol, with all of its positive and negative ramifications, is not a highly sensitive issue for you at this time.

Because of the realities of ethnic background, religious affiliation, and the personal value system that all adults integrate into themselves and out of which personal responses flow, it is vital for you, the teacher and adult model to your students, to deal honestly and adequately with your own attitudes and values regarding the topic of alcohol before relating to the students.

Below are some value-clarifying points to consider and evaluate before delving into the lesson plans which follow. The age-old axiom that a teacher teaches himself/herself makes it imperative that you are aware of your own strengths and weaknesses regarding this area of concern to all of society.

SELF EVALUATION

What connotations does the word "alcohol" have for you?

- a. What emotions are called forth in you?
- b. What mental images, if any, are called up in you?

Using your responses to number 1 search back into your own history and clarify the sources of your feelings and images:

- a. observations of family members
- b. religious training
- c. observation of a friend
- d. an experience you had yourself
- e. media presentations
- f. school instruction
- g. a present situation you are involved in
- h. any other sources

Label each item in number 2 in one of the following ways to clarify what it taught you about alcohol:

- a. to use alcohol moderately
- b. to abuse alcohol
- c. both a and b
- d. neither a or b (alcohol not involved in any way)

If you have had some negative experiences with alcohol in your past, do you identify yourself as "healed" of the negative effects or do you recognize "unhealed" areas? (healed meaning the following: the pain of the experience has resolved itself in you and any scars are understood and recognized for what they are; and that the scars do not prevent you from seeing both sides of the issue regarding alcohol: moderate use and abuse.)

Does social pressure dictate your use of alcohol, or have you made a personal decision regarding its use that you attempt to live by no matter what the circumstances might be?

Would you identify yourself as "in control" of your own attitudes regarding alcohol so that you could reason coolly and logically with someone with opposing views? ...as opposed to it being an automatic emotional issue for you?

Review your definition of yourself as a teacher. Are you comfortable with all the challenges of this definition with regard to alcohol education and its demands on you?

HOW TO USE THESE LESSON PLANS

These lesson plans are designed to assist you in making alcohol education relevant and interesting to your students. It is assumed that all previous material to your grade level has been covered by earlier instructors. If your students have not had the lead-up information, please choose carefully from the preceding grades, what information you feel they need before going into their own grade level. In addition, you should make every effort at all grade levels to incorporate parents into the whole goal structure, particularly when the students are dealing with attitudes about the use of alcohol. Realizing that the child's primary values come from parents, you should present the goals and objectives of alcohol education to the parents before using these plans with the children.

It is strongly recommended that all those dealing with the individual students be sensitive to the child's response to this program. Be prepared to implement an alternative program if the child's home experiences make the issue of alcohol too sensitive for him/her to handle it as a classroom presentation. This alternative might include special counselling in addition to the classroom presentation or possibly removal from the class during discussion of the topic "alcohol".

This plan book is divided into two major sections: Learning Activities (white pages), and Resource Supplement (yellow pages). The Learning Activities section contains lesson plans for classroom instruction, designed to involve students in expressing their feelings, making decisions, and understanding their values and behaviors related to alcohol, as well as gaining basic information about alcohol.

Please feel free to use the activities in whatever order you choose, and add your own ideas and materials.

Another feature of the plan book is the integration grid found on the back of each activity sheet. There you will find ideas on how the objective stated on the front of the sheet (box marked "Ready") can be accomplished through other subject areas. Share the ideas with fellow teachers and if you have an idea for integration into another subject area, please write it in the appropriate space on the grid.

The Yellow Pages (Part III) is a resource supplement containing the basic factual content upon which the learning activities are based. Where appropriate, each lesson plan has been cross-referenced with the corresponding section and page number in The Yellow Pages so that if you want additional information before teaching the lesson, you can "find it fast in The Yellow Pages." .

SELF EVALUATION

Good teaching includes continual evaluation of your presentation and how this was received by the students. As you become aware of the dynamics of your class, continually adjust the material to keep it relevant to your group.

GRADE 5

Overall Goal: The overall goal is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grade 5 level are:

DECISION-MAKING

The student will know that the decisions he/she will make, including decisions about alcohol, are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will be able to identify feelings about the use of alcohol and understand how this affects his/her decision making. (p. 14)
- B. The student will be able to identify his/her power to influence others' behavior and attitudes. (p. 19, 21)

COPING

The student will know and be able to use a variety of coping skills for dealing with problems.

- A. The student will know that coping behavior is part of everyone's life and that people use various methods for coping with their feelings, including alcohol. (p. 31)
- B. The student will be able to identify sources exerting pressure to drink and will identify coping skills to deal with these pressures. (p. 17, 28)
- C. The student will know the value of seeking help for problems and concerns from others when needed and giving help to others when they need it. (p. 28)
- D. The student will be able to identify alternative ways of coping with problems. (p. 35)

ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effects on the human body in order to make responsible decisions about alcohol.

- A. The student will know that the use of alcohol in the past has had an impact on current alcohol attitudes and practices. (p. 1)
- B. The student will be able to identify the physical and behavioral effects of alcohol on the body. (p. 4, 6)
- C. The student will be able to discriminate between responsible and irresponsible decisions related to alcohol. (p. 4)
- D. The student will be able to identify factors which influence the effects of alcohol on a person. (p. 10)

- E. The student will be able to identify reasons why people drink and why people don't drink. (p. 12)

SELF-IMAGE

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses. (p. 25, 38)
- B. The student will be able to identify a variety of ways to feel good. (p.40)

ready

I will use this activity to help students:
develop self-concept
improve decision-making ability
clarify attitudes and values
x increase knowledge
improve communications
learn or improve health skills
develop social responsibility
other (please designate)

RESOURCES

ACTIVITY

EVALUATION

Teacher Suggestion:
Develop Transparencies:
"History of Alcohol in the U.S."
From: The Yellow Pages:
History, pp.17-223.
Alcoholism, p. 44

1. Show students the series of transparencies illustrating some major events in the history of alcohol use in the United States. Suggested decision questions for each transparency are on the following page.
2. Vocabulary development (some terms may be unfamiliar to students):
distillery bootlegging alcoholism
prohibition repealed beverage
amendment alcoholic
intoxicating problem drinker
3. Discuss in small groups or have students respond in writing to the following:
a. What conclusions might you draw about the use of alcohol in the U.S. from the early 1600's to today?
b. How do you feel about alcohol use in our country at the present time? How do you think alcohol will be used in the future?

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

1 2 3 4 5
ugh? Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
	Listen to an/or sing old "sea chanties." What do lyrics reveal about drinking attitudes/customs at that time?	Investigate background to contemporary attitudes about alcohol -- how is alcohol viewed in other cultures? What attitudes did immigrants bring with them to the U.S.?
ART	SPELLING	MATH
	Learn to spell the new vocabulary words related to the history of alcohol. Look up the origin of the word "bootlegging."	
SCIENCE	WRITING	READING
	Write your impression of how attitudes in the U.S. about drinking have changed over the years.	
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER
	Research the prohibition era. Present a skit illustrating the attitudes about alcohol at that time.	

The student will be able to identify the physical and behavioral effects of alcohol on the body. He/she will be able to discriminate between responsible and irresponsible behavior related to alcohol.

I will use this activity to help students:

☒ develop self-concept
☒ improve decision-making ability
☒ clarify attitudes and values
☒ increase knowledge
☒ improve communications
☒ learn or improve health skills
 develop social responsibility
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

Read The Yellow

Pages:

Effects, p. 28

1. Discuss with the class:
 - a. Why do people drink alcohol?
 - b. What effects did alcohol have on goldfish?
 - c. What effects does alcohol have on people?
 - d. What are the factors which influence the effects of alcohol on a person?
2. Divide the class into small groups to discuss these statements:
 - a. "Alcohol has different effects on different people at different times." What importance does this fact have for a person who is trying to decide whether to drink or how much to drink?
 - b. "Every time a person drinks he/she must make the decision, how much is too much?" Do you agree or disagree and why? How does a person decide how much is too much?
3. Have the groups share their responses with the class.

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
 Ugh! Wow!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

4

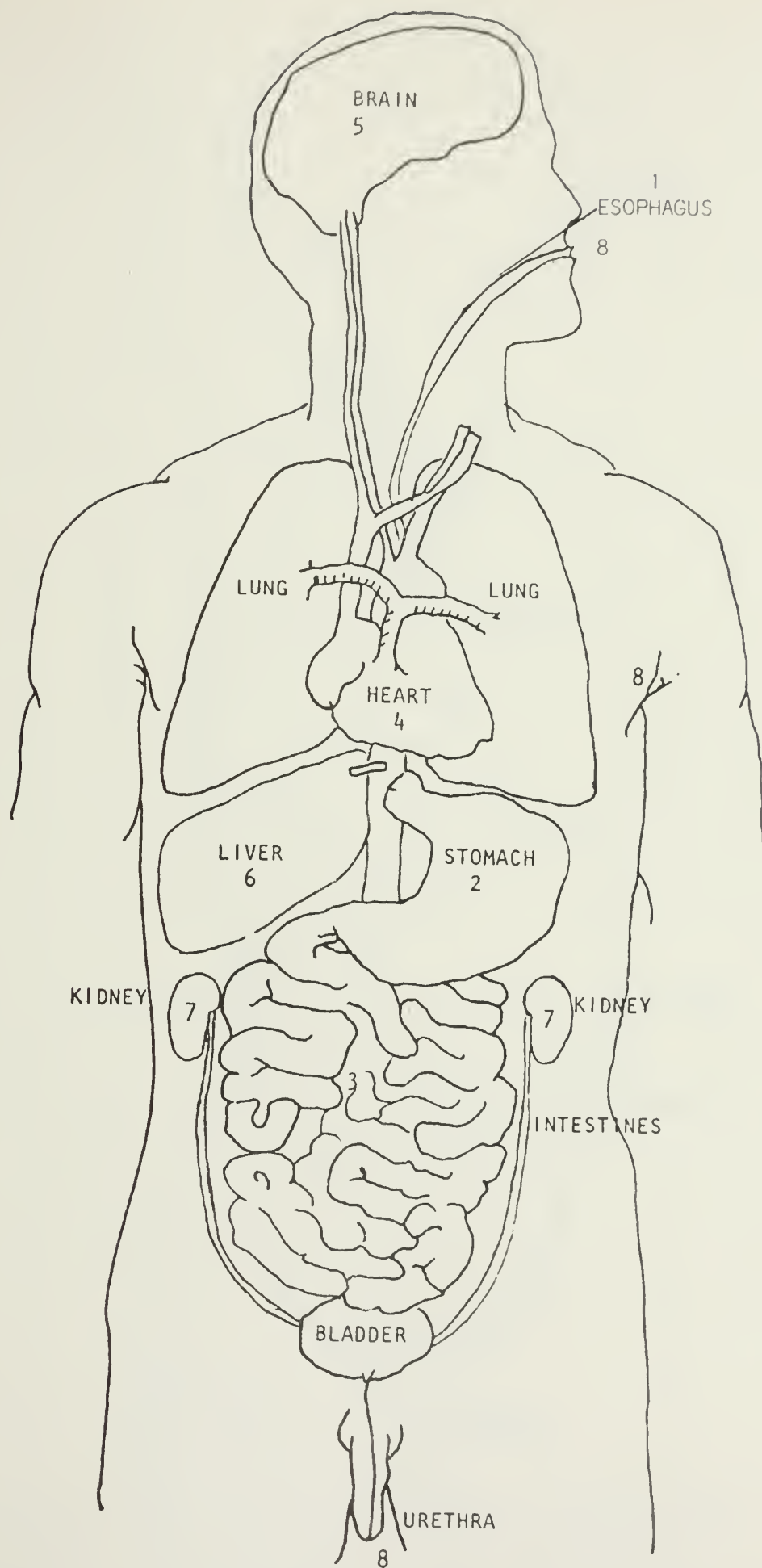
<p>PHYSICAL EDUCATION</p> <p>On the playground or in the gym students close their eyes and spin around until dizzy to simulate intoxication. Try to perform tasks requiring coordination, such as walking a straight line. What effect does alcohol have on a person's coordination?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>How is alcohol consumed in other societies? Is "too much" the same in all cultures?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p> <p>Write and solve problems related to the effects of varying quantities of alcohol in the body.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have students imagine they are journalists and write editorials on "how much alcohol is too much" for the local community newspaper.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

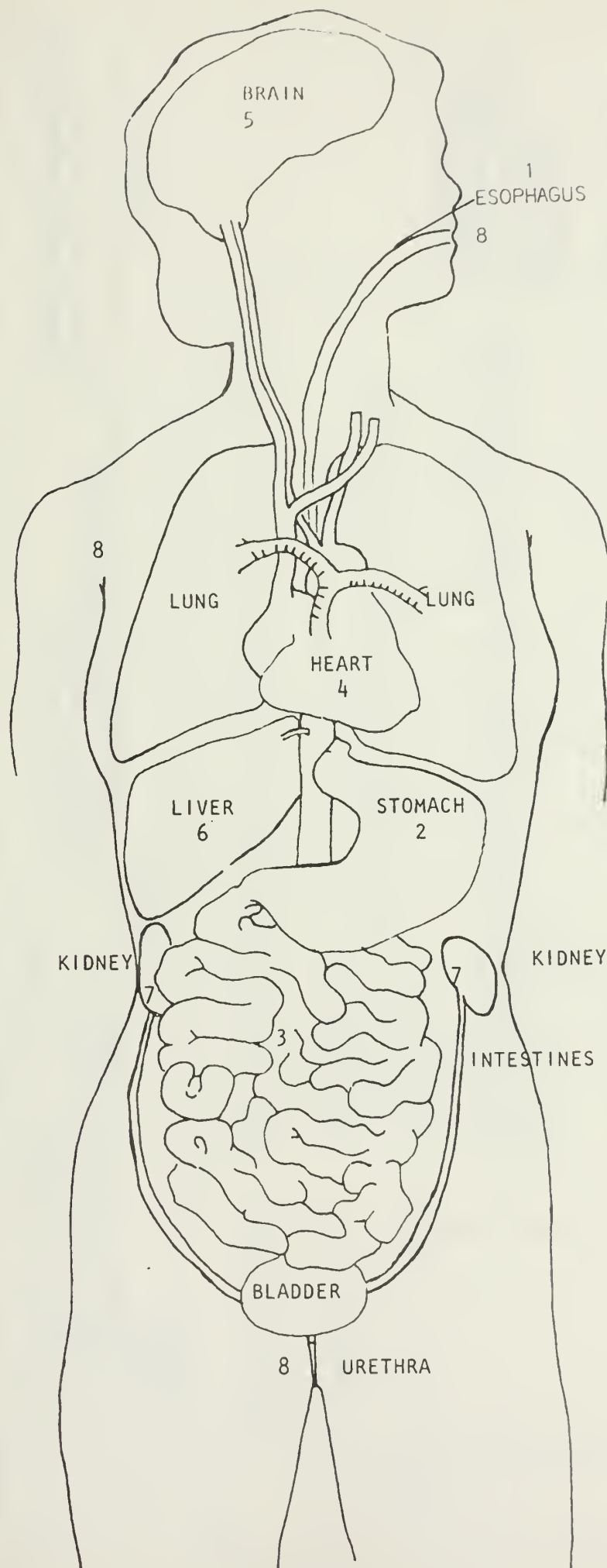
Discussion Questions

1. 1600's
How did the Pilgrims and Puritans learn about alcohol?
What was their attitude toward drinking?
How was the production of rum related to the slave trade?
2. 1780
What caused the continental currency to collapse?
Why was whiskey used as money?
3. 1800's
Who owned the distilleries?
Was all of the alcohol consumed in the U.S. or was it exported?
4. 1919
Why did the Prohibition movement come about?
What were Temperance groups? Did they want to end all use of alcohol or just abuse of alcohol? Was everyone really in favor of banning alcohol?
5. 1920
How did Prohibition help create criminal organizations?
Where did the alcohol come from that was consumed during Prohibition?
Why wasn't the law enforced?
6. 1933
Why was Prohibition ended?
7. 1975
Who makes the laws governing alcohol today?
Why do so many people drink?
8. 1975
Is there a difference between a problem drinker and an alcoholic?
What help is available for problem drinkers?

AREA: Alcohol Education		PAGE: 6
TOPIC: ALCOHOL INFORMATION - Effects of Alcohol		GRADE: 5
The student will be able to identify the physical effects of alcohol on the body.		
<p><i>I will use this activity to help students:</i></p> <p>develop self-concept x increase knowledge develop social responsibility</p> <p>improve decision-making ability improve communications other (please designate)</p> <p>clarify attitudes and values learn or improve health skills</p>		
RESOURCES	ACTIVITY	EVALUATION
<p>Make Transparencies:</p> <p>Male Body</p> <p>Female Body</p> <p>Use copy of diagrams,</p> <p>Male Body</p> <p>Female Body</p> <p>(see following pages)</p> <p>Read The Yellow Pages:</p> <p>Effects of Alcohol, pp. 28-43</p>	<p>Note: It may be helpful to review the circulatory system before beginning this activity.</p> <ol style="list-style-type: none"> 1. Make copies of the body diagrams for your class (see following pages). 2. Give each student a diagram. <p>Using the body transparencies, discuss what happens to alcohol in the body, beginning with ingestion, through absorption, circulation, oxidation and excretion. Show which organs it affects. Discuss how they are affected, both immediately and long-range. (Differentiate between light and heavy drinking.)</p> <ol style="list-style-type: none"> 3. Students can follow the teacher's explanation using their diagrams. Students could also note on the diagram: the short- and long-term effects of alcohol on the organs, differentiating between light and heavy drinking. 	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity.</p> <p>Please circle:</p> <p>1 2 3 4 5</p> <p>ugh! (low!)</p>

<p>PHYSICAL EDUCATION</p> <p>What effect does drinking alcohol have on physical performance in sports?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Students trace the outline of each other's bodies on butcher paper and draw in their organs. Trace the path of alcohol and write an explanatory legend as was done on worksheet.</p>	<p>SPELLING</p> <p>Learn to spell words related to physical and behavioral effects of alcohol; e.g., absorption, oxidize, depressant.</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Compare and contrast the processes by which alcohol and food are absorbed, oxidized, and eliminated by the body. Is alcohol a nutritious food? Show a film on the circulatory system, e.g., "Hemo, The Magnificent." Discuss how alcohol is transported to various organs in the body.</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>





AREA: Alcohol Education		PAGE: 10	
TOPIC: ALCOHOL INFORMATION		GRADE: 5	
Factors Influencing Your Response to Alcohol			
The student will be able to identify factors which influence the effects of alcohol on a person.			
r e a d y s e t	I will use this activity to help students: develop self-concept x improve decision-making ability clarify attitudes and values		x increase knowledge improve communications learn or improve health skills
	develop social responsibility other (please designate)		
RESOURCES		ACTIVITY	
See Art, p. 11 Read The Yellow Pages: Effects of Alcohol, pp. 28-43		1. Display the posters, "Factors Influencing Your Response to Alcohol." 2. Divide the class into 5 groups and have each group appoint a recorder. Each group picks two posters and attempts to: a. Explain how that factor influences a person's response to alcohol. b. Suggest what effect knowledge of that factor might have on a person trying to make a responsible decision about the use of alcohol. 3. Groups share their findings with the class. Make a composite list of ways knowledge of the factors might affect responsible decision-making about alcohol.	
COMMENTS OR SUGGESTED CHANGES		Teacher evaluation of activity. Please circle:	
		1 2 3 4 5 Ugh! Wow!	

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Have students design posters illustrating the factors influencing the effects of alcohol on a person.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a short paragraph describing a situation which illustrates how the response of a person drinking alcohol was influenced by one or more factors.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Dramatize how a person might react given a combination of factors listed.</p>	<p>OTHER</p>

ready

The student will be able to identify reasons why people drink and why people don't drink.

set

I will use this activity to help students:
 develop self-concept
 improve decision-making ability
 clarify attitudes and values

x increase knowledge
 improve communications
 learn or improve health skills

develop social responsibility
 other (please designate)

RESOURCES

ACTIVITY

EVALUATION

go

Note: This activity may take more than one period to complete.

1. Discuss as a class or in small groups and list responses on the board.
 - Why do you think teenagers or young people in your community drink alcohol?
 - Why do you think some teenagers or young people don't drink?
 - Do adults drink or not drink alcohol for the same reasons as teenagers?
2. Have students conduct a survey to find out if other people would list the same responses to the above questions. Discuss how to conduct a survey--tell why you are asking questions, assure the person that all answers are anonymous, etc. Students can each interview three people outside of their classroom, including if possible, one person of their own age, one teenager and one adult.
3. When all students have completed their surveys, tabulate the results for the class. Did others' responses agree with those of the class? Did most people list the same reasons?
4. Have students write their own reasons for drinking or not drinking now and what they think they will do as adults. Volunteers can share answers with the class.

Read The Yellow Pages:

Teenage Drinking, pp. 79-84

Drinking Patterns, pp. 85-95

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Construct mobiles using the theme, Reasons People Drink or Don't Drink. Mobile parts could be cut in the shapes of bottles for alcoholic beverages.</p>	<p>SPELLING</p>	<p>MATH</p> <p>Develop a chart or graph to show reasons why people drink or don't drink</p>
<p>SCIENCE</p> <p>Are reasons people drink or don't drink supported by scientific fact or based on myths, e.g., "I drink because alcohol stimulates me."</p>	<p>WRITING</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

GRADE: 5

The student will be able to identify feelings and attitudes about the use of alcohol and understand how this affects decision making.

I will use this activity to help students:

- increase knowledge
- improve communications
- learn or improve health skills

ACTIVITY

Copy of:

1. Make copies of "New Law in Drinksville" worksheet (see following page) for the class and distribute to the students.

2. Have students write their responses anonymously.

3. Divide class into small groups to discuss the worksheets. Have each group list what they think are good reasons for drinking and why, and good reasons for not drinking and why. Discuss and list the possible consequences of a law which allows everyone of all ages to drink alcohol.

4. Groups report their conclusions to the class and discuss: how would you feel if you were given total freedom to make all your decisions without approval from any adult? How important is it to you to be able to drink alcohol? Survey the class to determine how many students would support the existence of such a law and why? How many would not, and why not? Discuss the actual laws now in effect in this State regarding alcohol and minors.

	COMMENTS OR SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1	2	3	4	5	wo
Ugh!					

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES Compare laws regarding drinking age in various states. What are the advantages and disadvantages of each?
ART	SPELLING	MATH
SCIENCE	WRITING Have students write editorials for the Drinksville Newspaper one week after the no-age-limit law for alcohol consumption has been in effect.	READING
LANGUAGE ARTS (oral discussion) Have a class debate on lowering the drinking age in this state.	LANGUAGE ARTS (drama and role-playing) Role-play a town meeting in Drinksville where citizens are discussing pros and cons of a law allowing all ages to drink alcohol. Arrive at a consensus which will become the law in Drinksville.	OTHER



THE NEW LAW IN DRINKSVILLE

A new law has just been passed in Drinksville making it legal for people in the town to drink as much alcohol as they want at any age. You are 11 years old and live in Drinksville. Your parents have told you that whether or not you drink and how much you drink is completely up to you. How will the new law affect you? Write your answers to the following:

1. Will you drink? Or, if you drink already, will you drink more often or drink more openly? Explain your reason.

2. What would you encourage your friends to do? Explain.



3. What possible consequences do you foresee in Drinksville when the law goes into effect? Consider both positive and negative consequences.

AREA: Alcohol Education		PAGE: 17	
TOPIC: COPING - Alcohol Advertising		GRADE: 5	
r e a d y s e t	The student will be able to identify sources exerting pressure to drink and will identify coping skills to deal with these pressures.		
	I will use this activity to help students: develop self-concept improve decision-making ability x clarify attitudes and values x increase knowledge improve communications learn or improve health skills develop social responsibility other (please designate)		
	RESOURCES	ACTIVITY	EVALUATION
g o	Old magazines	1. Divide the class into groups and appoint a recorder for each group. Have each group briefly describe as many alcohol ads as they can remember including TV commercials, billboards, magazine ads, etc., while the recorder makes a list of the ideas. (It may be helpful to have some old magazines available with alcohol ads which groups can look at to begin their lists.)	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! Wow!
		2. Have the groups share their lists with the class. Note ads which are mentioned by more than one group. Discuss as a class why they think they remembered certain ads. Was it the picture presented, a catchy melody, the words, etc.? Which ads do they like best and why? What attitudes do the ads convey about alcohol? What influence might the ads have on people's behavior regarding alcohol?	
	Read The Yellow Pages: Industry, pp. 23-27	3. Discuss techniques advertisers use to sell their products such as testimonials, bandwagon, transfer, etc. Assign each group one of the techniques discussed. Have them look through magazines and cut out alcohol ads illustrating that technique. Share with the class. Can alcohol really meet the needs suggested in each ad? What are other ways to meet those needs?	

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Analyze the types of background music used in liquor ads on TV and radio. What effect does the music have on the listener?</p>	<p>SOCIAL STUDIES</p> <p>What are the laws regarding advertisements for alcohol? Are they standard nationwide? Who decides what can and cannot be used?</p>
<p>ART</p> <p>Design original ads using advertising techniques to persuade an audience to drink or not to drink alcoholic beverages.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p> <p>Read various magazine ads about alcohol. Make a list of words which occur frequently in the ads. Why do you think advertisers use those words?</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Develop a skit about alcohol advertising and perform it for the class.</p>	<p>OTHER</p> <p>Show the film "Buy and Buy" (Inside/Out series, AIT). What pressures influenced the characters in the film to want the toy? How can a person make a decision when faced with various pressures?</p>

AREA: Alcohol Education		PAGE: 19	
TOPIC: DECISION-MAKING - Peer Pressure		GRADE: 5	
The student will be able to identify his/her power to influence other's behavior and attitudes.			
r e a d y s e t	I will use this activity to help students: develop self-concept x improve decision-making ability x clarify attitudes and values		increase knowledge improve communications learn or improve health skills
	x develop social responsibility other (please designate)		
RESOURCES		ACTIVITY	
go		1. Students write a response to the following instructions: Describe a time you have tried to pressure a friend to do something. What did you do to pressure him/her? Were you with other friends? Why did you want him/her to do that thing? How do you feel about the situation now when you think about it? 2. Volunteers can share their answers or have students exchange papers and decide why the pressure was being exerted in the situation described on the paper they received. 3. Make a chart with the class listing reasons why someone might pressure someone else. 4. Discuss which, if any, of these reasons justify exerting pressure and why. What consequences might result from pressuring someone to do something?	
		COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! Wow!	

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 20

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES Find examples in newspapers or magazines of one person/group/country trying to pressure another. Which, if any, seem justifiable? Show the film "Trick or Treat." What negative consequences can result from peer pressure? What responsibility do you have toward others?
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion) Make a list of expressions you might use to pressure other people to do something you want them to do.	LANGUAGE ARTS (drama and role-playing) Role-play one of the pressuring situations developed by the class. Create alternative responses to the situation.	OTHER

ready

The student will be able to identify his/her power to influence others' behavior and attitudes.

set

I will use this activity to help students:

☒ develop self-concept ☐ increase knowledge ☒ develop social responsibility
☒ improve decision-making ability ☐ improve communications ☐ other (please designate)
☒ clarify attitudes and values ☐ learn or improve health skills

RESOURCES

ACTIVITY

EVALUATION

go

Teacher: Create
Feel Boards
Markers

1. Discussion questions:

- a. Role-play a situation in which a group dares someone to drink alcohol. Suggest several alternatives and predict the consequences of each. Role-play solutions class selects as best.
- b. What is the difference between being dared by others and being dared by yourself? Why do people dare each other? Why do people accept dares? Are there "good" and "bad" dares? Explain. Have you ever been dared to do something? Have you ever accepted a dare?

2. Divide the class into groups of 3 with 1 Feel Board per group and a marker for each student. As teacher asks a question, students think to themselves how they feel about it. On the count of three students place their markers on the feeling they have chosen. If they do not wish to share their feelings, they place the marker on the safety zone. Give students 2-3 minutes after each question to share the reason for their choice with their group if they wish to.

(Continued following page)

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
 Light! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

r e a d y	
s e t	<p>I will use this activity to help students:</p> <p>develop self-concept _____</p> <p>improve decision-making ability _____</p> <p>clarify attitudes and values _____</p> <p>increase knowledge _____</p> <p>improve communications _____</p> <p>learn or improve health skills _____</p> <p>develop social responsibility _____</p> <p>other (please designate) _____</p>
	<p>RESOURCES</p> <p>ACTIVITY</p> <p>EVALUATION</p>
g o	<p>ACTIVITY (Continued)</p> <p>Examples:</p> <p>How did you feel the first time someone dared you to do something?</p> <p>If someone dared you to steal candy from a store, how would you feel about doing it?</p> <p>How would you feel about the person who dared you to do it?</p> <p>How do you feel about daring someone to drink a can of beer? whiskey?</p> <p>How would you feel about accepting that dare?</p> <p>How do you feel about a person who did something on a dare and got caught?</p> <p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5</p> <p>light! Wow!</p>

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
<p>SCIENCE</p> <p>Investigate how the body responds physically to a dare.</p>	WRITING	<p>READING</p> <p>Read a story about peer pressure, e.g., <u>Takers and Returners</u> by Carol Beach York (Thomas Nelson, Inc.). What kinds of pressures were exerted? What were the consequences?</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Divide class into small groups. Each group makes a tape recording of any dare they choose using typical tone of voice and group pressure. Each group plays their tape and asks another group to respond to the dare.</p>	LANGUAGE ARTS (drama and role-playing)	OTHER _____

The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses.

I will use this activity to help students:
☒ develop self-concept
☒ improve decision-making ability
☒ clarify attitudes and values
☐ increase knowledge
☐ improve communications
☐ learn or improve health skills
☐ develop social responsibility
☐ other (please designate)

RESOURCES

ACTIVITY

EVALUATION

From the kit:
 "I Want to Be Like You" worksheet (following page).

1. Make copies of the "I Want to Be Like You" worksheet for the class (see following page).
2. Discuss the value of friendship. Why do people want friends? How does it feel to belong to a group? How do you feel if you'd like to be part of a group but they don't want you?
3. Have the students complete the "I Want to Be Like You" worksheets anonymously. Ask for volunteers to share some of the things on their lists and give the class an opportunity to make additions to their worksheets if they wish.
4. Ask students to read their lists again to themselves and put a star next to things they did because they really wanted to not just because their friends were doing it. How much is your life controlled by what others do? How many decisions do you make for yourself?

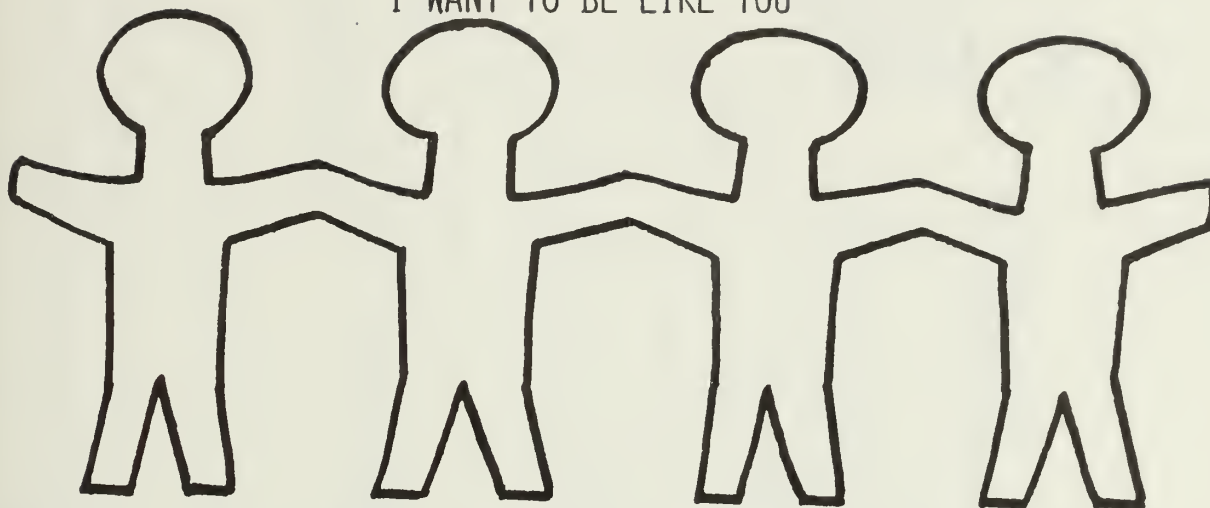
COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
 Light Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
		Examine current trends in clothing, hairstyle, slang expressions, etc. How do fads develop? What influence do they have on our lives? Identify characters in history who had to cope with peer pressure. Describe how they coped.
ART	SPELLING	MATH
SCIENCE	WRITING	READING
	Write a paragraph describing someone you would like to be like and tell why. Write poems about peer pressure.	
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER
Discuss your feelings when someone copies you by buying the same clothes, going the same places, etc. Is it flattering, annoying?	Play mirror images. Divide class into partners. One partner initiates acting and the other copies exactly. Switch roles. How did it feel to be a leader? An imitator? With a couple of friends, write your own script, perform for the class.	

I WANT TO BE LIKE YOU



LIST EXAMPLES OF THINGS YOU HAVE DONE TO BE LIKE YOUR FRIENDS IN THE FOLLOWING AREAS:

1. CLOTHES

5. THINGS I BOUGHT

2. HOBBIES

6. FRIENDS

3. RECESS ACTIVITIES

7. ORGANIZATIONS, CLUBS

4. HAIRSTYLES

8. AFTER SCHOOL ACTIVITIES

AREA: Alcohol Education	PAGE: 28			
TOPIC: COPING - "When Is Help?"	GRADE: 5			
The student will know the value of seeking help for problems and concerns from others when needed and giving help to others when they need it.				
s e a d y	I will use this activity to help students: develop self-concept x improve decision-making ability clarify attitudes and values		increase knowledge x improve communications learn or improve health skills	develop social responsibility other (please designate)
	RESOURCES	ACTIVITY	EVALUATION	
g o	Discuss the questions on the following page. 1. Ask students to keep an overnight log of giving and receiving wanted, needed, or unwanted help. They can write examples from their own lives or what they see on TV, etc. Examples: a. A student wanted to help bake a cake, but mother wanted to bake the cake herself to save time. b. A student needed help with a math assignment, and an older brother did the assignment for him/her without explaining it. 2. The next day the class divides into small groups to discuss their experiences of needed help, wanted help, and unwanted help (ideas can come from the overnight log). From their discussion, each group should develop a chart with two columns: When To Help & What To Do Each group shares their chart with the class. Discuss differences of opinion among students.		COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 ugh! wow!	

<p>PHYSICAL EDUCATION</p> <p>Play a game that requires help and cooperation of team members, e.g., volleyball. How does the game change if no-one gives or accepts help?</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Find a project in the school or community. Discuss what kind of help is needed and wanted and what the class can do. Discuss feelings of class and community as help is given.</p>
<p>ART</p> <p>Construct a class mural on some aspect of helping, e.g., "Ways we can help our community." Note the helping process as class works on the mural. What help was needed, how was it given, how did it feel?</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a story which involves a helping or non-helping situation.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Make a skit of helping and non-helping situations such as in "When Is Help?"</p>	<p>OTHER</p>

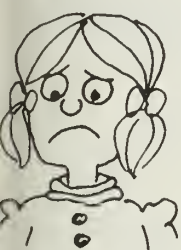



WHEN IS HELP?

Discussion Questions

1. What is help? Name some different ways of helping.
2. Explain the difference between a helper, the one helped and a non-helper.
3. Describe your feelings when:
 - a. You help someone
 - b. You try to help someone but he/she rejects your help
 - c. You want help and no one offers to help you
 - d. You don't want help but someone insists on helping you
 - e. You see someone who needs help but you can't help.
4. Do some people take advantage of others who are willing to help? Explain. Why do some people who really need help not accept it when it is offered?
5. Are there limits to help? Explain.

AREA: Alcohol Education		PAGE: 31
TOPIC: COPING - ways I Sometimes Feel		GRADE: 5
<p>The student will know that coping behavior is part of everyone's life and that people use various methods for coping with their feelings, including alcohol.</p>		
<p><i>I will use this activity to help students:</i></p> <p> <input type="checkbox"/> develop self-concept <input checked="" type="checkbox"/> increase knowledge <input type="checkbox"/> develop social responsibility <input type="checkbox"/> improve decision-making ability <input type="checkbox"/> improve communications <input checked="" type="checkbox"/> other (please designate) <input type="checkbox"/> clarify attitudes and values <input type="checkbox"/> learn or improve health skills <input type="checkbox"/> develop coping skills </p>		
RESOURCES	ACTIVITY	EVALUATION
<p>Copy of work-sheet,</p> <p>"Ways I Sometimes Feel" (see following page)</p> <p>Read The Yellow Pages: Decision-Making, pp. 10-16</p>	<ol style="list-style-type: none"> 1. Make copies of "Ways I Sometimes Feel" worksheet for your class (see following pages). Discuss how feelings, pleasant and unpleasant ones, are a big part of all of us. 2. Have students complete the worksheet individually and privately. 3. Divide the class into groups and develop a chart to share with other groups, using the same format as the worksheet. 4. Reassemble as a class and have each group share their composite chart. 5. Discuss the variety of responses students have and the variety of things they felt they could do about them. How does your behavior differ according to the way you feel, e.g., when you're happy compared to when you're angry? 6. Have students imagine they are in high school or are adults. What situations might make them feel the same feelings listed on their charts? Students should conclude that there are individual feelings with which they will be continually coping. 7. Emphasize that the way in which we acknowledge, show, and respond to feelings influences our lives to a great extent. There are alternative ways to handle feelings, and identifying some alternatives is one step to coping. 	<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p> 1 2 3 4 5 <u>Ugh!</u> <u>Wow!</u> </p>

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Have each student make a map of the classroom, showing desks, windows, etc and mark his/her own desk with an "X"; draw a circle around the area of the room he/she enjoys most, and a square where he/she doesn't like to be. Have volunteers share maps and discuss their reasons. How would they like to change the classroom environment?</p>
<p>ART</p> <p>Choose an emotion and illustrate "Things That Make Me Feel This Way."</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Discuss ways the body responds physically to different emotions. Experiment by simulating the emotions and checking the results.</p>	<p>WRITING</p> <p>Write a story describing a time when you felt a certain way. Tell what made you feel that emotion and what you did about it.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Write various feelings on slips of paper and put in a box. Have students draw a slip and pantomime the feeling while class tries to guess it.</p>	<p>OTHER</p>

	WORDS TELLING HOW I FEEL WHEN I AM--	SITUATIONS THAT MAKE ME FEEL--	THINGS I CAN DO ABOUT FEELING--
SAD 			
BORED 			
AFRAID 			
JEALOUS 			

Words Telling
How I Feel
When I Am--

Situations That
Make Me
Feel--

Things I Can
Do About
Feeling--

HURT



ANGRY



REJECTED



WORRIED



DISAPPOINTED



The student will be able to identify alternative ways of coping with problems.

I will use this activity to help students:

develop self-concept _____ increase knowledge _____ develop social responsibility
 x improve decision-making ability _____ improve communications _____ x other (please designate)
 clarify attitudes and values _____ learn or improve health skills _____ develop coping skills

RESOURCES

ACTIVITY

EVALUATION

Copy of:

Worksheet,
 "Dear Abby"
 (see following
 page)

1. Make copies of the "Dear Abby" worksheet for your class (see following page).

2. Have students respond orally or with short written replies to each letter telling what advice (if any) they would give and why.

3. Have students write their own short "Dear Abby" letters anonymously posing problems that alcohol might cause.

4. Use these letters as basis for discussion, or exchange papers and have students reply to the letters.

5. Summarize the alternative ways suggested by the class to cope with the same problem.

6. At the conclusion of the activity review the sources of help for people with alcohol-related problems in your community.

Read The Yellow

Pages:

Decision-Making,
 p. 10-16
 Resources, p.96

COMMENTS OR
 SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1 2 3 4 5
 Ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	<p>WRITING</p> <p>Pick one of the titles below and describe what made you feel that way and what you did about it.</p> <p>Wow, Was I Mad! Ooo, Was I Scared! Gee, Was I Disappointed!</p>	<p>READING</p> <p>Read the "Dear Abby" column in the newspaper. Suggest alternative replies to the letters.</p>
LANGUAGE ARTS (oral discussion)	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Role-play the situations listed and discuss the decisions students made.</p>	<p>OTHER RESEARCH SKILLS</p> <p>Use the telephone directory to locate name, address, and phone number of community agencies who help people with problems, including alcohol.</p>



1. Dear Abby:

My older brother has been drinking when our parents are not home and then drives his car. What, if anything, should I do about it?

2. Dear Abby:

My parents argue with each other all the time when they have a few drinks. Their yelling scares me. Why do they act that way?

3. Dear Abby:

When I see drunk people on the street, I wonder why people ever sell liquor to them. Can't it be against the law to sell alcohol?

4. Dear Abby:

There are five of us kids. Mom and Dad drink every time my dad can get work to make some money. Then we still don't have any food. We're hungry, and my little sister is sick all the time. Can't somebody help us?

5. Dear Abby:

I know that Mom keeps a bottle in the back of her closet. Sometimes when I get home from school she can't talk very well. Dad works out of town lots of the time. Should I tell him what happens when he is gone?

6. Dear Abby:

I am 12 years old. I know some older guys who drink in the park on Friday nights. I could sneak out of the house, but I can't decide whether to go with them. If I go, they won't call me a baby any more. What should I do?

7. Dear Abby:

My boyfriend can get beer from his refrigerator at home. He wants me to drink some with him after we go to the movies. I don't like the taste of beer, but I don't want to lose my boyfriend. What should I do?

8. Dear Abby:

I'm going to have a party next week. My friends want me to serve beer so people can have a good time, but my parents would kill me if they found out. How can I keep them from finding out?

<p>ready</p>	<p>The student will know that one's self-concept is influenced by messages from other people and one's own strengths and weaknesses.</p>	<p>1. Discuss the relationship between self-concept and messages from others. What influences the way others perceive a person? Can one misinterpret messages from others?</p> <p>2. Give each student a paper bag or have students bring their own.</p> <p>3. Using construction paper, drawings, cut-outs from magazines or newspapers, etc., students decorate the outsides of their bags with things that represent themselves the way they think other people see them (include personality, skills, likes, dislikes, etc.) Inside the bag they put things representing how they see themselves.</p> <p>4. Each student shares the outside of the bag with the class. Classmates can give feedback to the student on how their perceptions of the student compare with what the student thinks. If the student wishes, he/she may share all or parts of the inside of the bag.</p> <p>5. After all of the bags have been shared, discuss people's need to feel good about themselves and ways to improve self-image.</p>	<p>develop social responsibility other (please designate)</p> <p>increase knowledge x improve communications learn or improve health skills</p> <p>ACTIVITY</p> <p>RESOURCES</p> <p>Paper bags, old magazines, construction paper</p> <p>EVALUATION</p> <p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5 ugh! wow!</p>
<p>set</p>	<p>I will use this activity to help students:</p> <p>x develop self-concept improve decision-making ability clarify attitudes and values</p>		

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Use modeling clay to form something which represents self. Share with class.</p> <p>Or, have students work in pairs to make silhouettes of their heads on construction paper. Cut out. Paste pictures from magazines which represent yourself inside the silhouette.</p>	<p>SPELLING</p> <p>Students write words describing themselves which begin with the same letters as the letters in their names.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have students write their autobiography and share with the class.</p> <p>Or, write a paragraph describing themselves to someone who doesn't know them.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

r e a d y	The student will be able to identify a variety of ways to feel good.	s e t	I will use this activity to help students: x develop self-concept x improve decision-making ability x clarify attitudes and values increase knowledge improve communications learn or improve health skills develop social responsibility other (please designate)	g o	<div> <div>RESOURCES</div> <div>Butcher paper,</div> </div> <div> <div>ACTIVITY</div> <ol style="list-style-type: none"> Discuss the universal need to feel good. What things can students do to themselves or for themselves or for someone else that makes them feel good? List responses on butcher paper. Ask class to categorize the items using various symbols to represent different groups (X, #, *, etc.). Students should explain their reasons for grouping items together in a category. Replace the symbols with a name for each category. Have each student write a summary statement about "What Makes Me Feel Good." (Ask volunteers to share their statements with the class.) Encourage students to try one of the activities they have selected and report their feelings the following week. </div> <div> <div>EVALUATION</div> <div> <div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div>ugh!</div> <div>wow!</div> </div> </div>
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PHYSICAL EDUCATION	MUSIC Listen to a variety of music. What effects do different kinds of music have on you?	SOCIAL STUDIES Visit a senior citizen center or have students interview older neighbors to find out what makes older people feel good. Compare to list students developed in class. Are there things both age groups enjoy?
ART Make a collage of things that make you feel good.	SPELLING	MATH Estimate how often you do the things that make you feel good. Calculate what it would cost you to "feel good" for one day, one week, one month.
SCIENCE	WRITING Write a paragraph describing yourself twenty years from now, including the kinds of things you think you'll do to feel good.	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

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GRADE 6

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	(See the Table of Contents in The Yellow Pages for more details.)	

O THE TEACHER

This entire program is built on the premise that you, the teacher, will facilitate its implementation as an adult who can comfortably deal with the issues presented. This presumes that the discussion of alcohol, with all of its positive and negative ramifications, is not a highly sensitive issue for you at this time.

Because of the realities of ethnic background, religious affiliation, and the personal value system that all adults integrate into themselves and out of which personal responses flow, it is vital for you, the teacher and adult model to your students, to deal honestly and adequately with your own attitudes and values regarding the topic of alcohol before relating to the students.

Below are some value-clarifying points to consider and evaluate before delving into the lesson plans which follow. The age-old axiom that a teacher teaches himself/herself makes it imperative that you are aware of your own strengths and weaknesses regarding this area of concern to all of society.

SELF EVALUATION

1. What connotations does the word "alcohol" have for you?
 - a. What emotions are called forth in you?
 - b. What mental images, if any, are called up in you?
2. Using your responses to number 1 search back into your own history and clarify the sources of your feelings and images:
 - a. observations of family members
 - b. religious training
 - c. observation of a friend
 - d. an experience you had yourself
 - e. media presentations
 - f. school instruction
 - g. a present situation you are involved in
 - h. any other sources
3. Label each item in number 2 in one of the following ways to clarify what it taught you about alcohol:
 - a. to use alcohol moderately
 - b. to abuse alcohol
 - c. both a and b
 - d. neither a or b (alcohol not involved in any way)
4. If you have had some negative experiences with alcohol in your past, do you identify yourself as "healed" of the negative effects or do you recognize "unhealed" areas? (healed meaning the following: the pain of the experience has resolved itself in you and any scars are understood and recognized for what they are; and that the scars do not prevent you from seeing both sides of the issue regarding alcohol: moderate use and abuse.)
5. Does social pressure dictate your use of alcohol, or have you made a personal decision regarding its use that you attempt to live by no matter what the circumstances might be?
6. Would you identify yourself as "in control" of your own attitudes regarding alcohol so that you could reason coolly and logically with someone with opposing views? ...as opposed to it being an automatic emotional issue for you?
7. Review your definition of yourself as a teacher. Are you comfortable with all the challenges of this definition with regard to alcohol education and its demands on you?

HOW TO USE THESE LESSON PLANS

These lesson plans are designed to assist you in making alcohol education relevant and interesting to your students. It is assumed that all previous material to your grade level has been covered by earlier instructors. If your students have not had the lead-up information, please choose carefully from the preceding grades, what information you feel they need before going into their own grade level. In addition, you should make every effort at all grade levels to incorporate parents into the whole school structure, particularly when the students are dealing with attitudes about the use of alcohol. Realizing that the child's primary values come from parents, you should present the goals and objectives of alcohol education to the parents before using these plans with the children.

It is strongly recommended that all those dealing with the individual students be sensitive to the child's response to this program. Be prepared to implement an alternative program if the child's home experiences make the issue of alcohol too sensitive for him/her to handle it as a classroom presentation. This alternative might include special counselling in addition to the classroom presentation or possibly removal from the class during discussion of the topic "alcohol".

This plan book is divided into two major sections: Learning Activities (white pages), and Resource Supplement (yellow pages). The Learning Activities section contains lesson plans for classroom instruction, designed to involve students in expressing their feelings, making decisions, and understanding their values and behaviors related to alcohol, as well as gaining basic information about alcohol.

Please feel free to use the activities in whatever order you choose, and add your own ideas and materials.

Another feature of the plan book is the integration grid found on the back of each activity sheet. There you will find ideas on how the objective stated on the front of the sheet (box marked "Ready") can be accomplished through other subject areas. Share the ideas with fellow teachers and if you have an idea for integration into another subject area, please write it in the appropriate space on the grid.

The Yellow Pages (Part III) is a resource supplement containing the basic factual content upon which the learning activities are based. Where appropriate, each lesson plan has been cross-referenced with the corresponding section and page number in The Yellow Pages so that if you want additional information before teaching the lesson, you can "find it fast in The Yellow Pages."

SELF EVALUATION

Good teaching includes continual evaluation of your presentation and how this was received by the students. As you become aware of the dynamics of your class, continually adjust the material to keep it relevant to your group.

GRADE 6

Overall Goal: The overall goal is to help young people make responsible decisions about alcohol.

Specific Goals and Objectives: The specific goals and objectives at the Grade 6 level are:

DECISION-MAKING:

The student will know that the decisions he/she will make concerning alcohol are influenced by many factors and will develop skills to help him/her make those decisions.

- A. The student will be able to identify characteristic feelings and attitudes of parents about children's use of alcohol and how parents influence children's decisions about alcohol. (p. 30)
- B. The student will be able to predict consequences and evaluate the risk factors for his/her decisions. (p. 34)
- C. The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions. (p. 38)

COPING

The student will know and be able to use a variety of coping skills for dealing with problems.

- A. The student will identify coping behavior as part of everyone's life and that people use various methods of coping with their feelings and problems. (p. 4, 32)
- B. The student will be able to identify community resources to help people who have drinking problems and/or are coping with the drinking problem of someone else. (p. 13, 15)
- C. The student will be able to identify sources exerting pressure on him/her to drink and will identify effective measures to cope with those pressures. (p. 18, 20, 22, 29)

ALCOHOL INFORMATION

The student will know facts about alcohol, its use and abuse, and its effects on the human body in order to make responsible decisions about alcohol.

- A. The student will know the physical and behavioral effects of alcohol on the body. (p. 9, 11)
- B. The student will know that alcoholism is an illness and that it is treatable. (p. 9, 13)

SELF-IMAGE

The student will understand the relationship of self-image to the decisions that he/she makes.

- A. The student will know that people need to feel good about themselves and their lives. (p. 1)
- B. The student will be able to identify a variety of ways to feel good. (p. 32)

r e a d y	The student will know that people need to feel good about themselves and their lives.	
s e t	<p>I will use this activity to help students:</p> <p>x develop self-concept increase knowledge develop social responsibility</p> <p>x improve decision-making ability improve communications other (please designate)</p> <p>x clarify attitudes and values learn or improve health skills</p>	
	<p>RESOURCES</p>	<p>EVALUATION</p>
g o	<p>Copy of:</p> <p>Worksheet - "Where Do You Fit?" (see following page).</p>	<p>1. Make copies of the "Where Do You Fit?" worksheet for the class.</p> <p>2. Have the students complete the worksheet individually, and share answers in class discussion or small groups. Role-play answers to questions 1 and 2 on the worksheet and discuss.</p>
		<p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5</p> <p>ugh! low!</p>

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 2

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
		Research how society has dealt with people whose ideas don't fit in with current trends.
ART Take any positive feeling and design a poster around it using drawings, magazine pictures, collage, etc. Or, make construction paper buttons with positive sayings, e.g., "A Smile's In Style."	SPELLING	MATH Make a graph using class responses to the "Where Do You Fit" worksheet.
SCIENCE Study an animal species. What happens to those who are "square pegs" (loners)? Do some species seem to tolerate "square pegs" better than others?	WRITING Using Want Ads from newspapers as the format, each student writes a FRIEND WANTED ad, describing in 20-30 words things they want in a friend. Then, each writes a FRIEND AVAILABLE ad describing themselves without their names. Post on bulletin boards and share with class.	READING Read biographies of famous people, including inventors, poets, etc., who pursued their ideas even when others pressured them to give up and conform.
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

WHERE DO YOU FIT?

WORKSHEET

1. Would you feel like a square peg at a party with your friends, if they wanted you to drink but you refused? Why or why not? How would you handle the situation?
2. Pretend you're at a party where there is alcohol and you're drinking. One of your friends doesn't want to drink.

-Would you see your friend as a square peg? Why or why not?

-Would you defend your friend's choice not to drink to the others at the party?

-If you did defend your friend's right to choose, how do you think the others would treat you? How would you handle their reactions?

3. Do you think an adult can feel comfortable in our society without drinking? Explain. Do you think a teenager can feel comfortable without drinking? Explain.



ready

The student will know that coping behavior is part of everyone's life and people use various methods for coping with their feelings and problems.

I will use this activity to help students:

- x develop self-concept
- x improve decision-making ability
- x clarify attitudes and values

- increase knowledge
- improve communications
- learn or improve health skills

- develop social responsibility
- x other (please designate)
- develop coping skills

RESOURCES

Copy of:

Worksheet- Mood Meter (see following page)

ACTIVITY

1. Discuss what moods are and how frequently our feelings change. Make a list of different moods. Have students give examples of things which change their moods. Note that our behavior and how others see us is often affected by how we feel at a given time. What is a "good" or "bad" mood? Describe a person in a "bad" mood. How do you act towards someone you know is in a "bad" mood? Why? In a "good" mood? Why?

2. Have students make Mood Meter and use them for a week to see how and why their moods change and the effects of moods on their behavior. Give each student a copy of the Mood Meter (see following page) or have them make their own calendars.

3. Devise a method of indicating various moods, e.g., use different faces (😊 😊 😊) or feeling words. (It is helpful to have a large chart with feeling words and/or expressions on it as a reference.) Each day after drawing the face or word expressing their mood in the appropriate square on the Mood Meter, have students write a word or two indicating the cause of the mood (e.g., a person/event that made them happy, sad, etc.) and their behavior at that time. This part of the activity encourages them to accept responsibility for their moods and behavior while realizing things which influence them. To gain a greater understanding of mood fluctuations, have students mark their Mood Meters several times a day rather than just once.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
ugh! Wow!

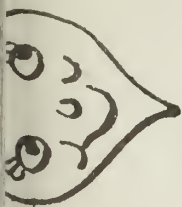
PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

<p>ready</p>	<p>I will use this activity to help students: <u>develop self-concept</u> <u>improve decision-making ability</u> <u>clarify attitudes and values</u></p>	<p>RESOURCES</p>	<p>ACTIVITY</p> <p>4. Mood Meters can be displayed for sharing or kept in a private place at student's option.</p> <p>5. At the end of the week discuss as a class various causes of mood changes. Do things which happen outside of the classroom, e.g., at home, on the playground, influence your mood in class? Did your mood remain the same all day? all week? Have students list things that help them feel good or be in good moods and those that cause bad moods. Discuss alternative ways of dealing with feelings.</p>	<p>EVALUATION</p> <p>develop social responsibility <u>other</u> (please designate)</p> <p>increase knowledge <u>improve communications</u> <u>learn or improve health skills</u></p> <p>COMMENTS OR SUGGESTED CHANGES</p> <p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5 <u>light</u> <u>Wow!</u></p>
<p>go</p>				

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 7

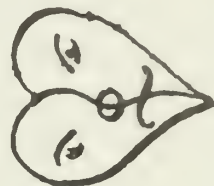
<p>PHYSICAL EDUCATION</p> <p>Record moods resulting from competitive play. What precipitated the mood? What was your reaction? How was it resolved?</p>	<p>MUSIC</p> <p>Play a variety of kinds of music. Have students indicate what moods the music creates for them.</p>	<p>SOCIAL STUDIES</p> <p>Compare 2 cultures and the moods developed by a common element in both cultures: food, religion, clothing, etc.</p>
<p>ART</p> <p>Use magazine pictures to make a collage of faces showing various moods or different moods for a specific activity, e.g., driving a car, playing a sport, etc.</p>	<p>SPELLING</p> <p>Make a list of words expressing moods and learn to use and spell them.</p>	<p>MATH</p> <p>Chart the frequency of different moods--is there a pattern in relation to days of the week, time of day?</p>
<p>SCIENCE</p> <p>What effects do various chemicals or odors have on moods, e.g., sweet, sour, bitter, etc.</p>	<p>WRITING</p> <p>Discuss mood words: happy, sad, angry, nervous, fearful, lonely, etc. Students can write paragraphs or poems about what makes them feel some of these moods.</p>	<p>READING</p> <p>Read a short story to a friend. Try to show a particular mood in your reading. Have your partner try to identify your mood.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Describe a situation, e.g., you can't find your math book. Role play coping with that situation in various moods--happy, angry, thoughtful, etc.</p>	<p>OTHER</p>

MOOD METER



Month: _____
MON TUES WED

THURS	FRI	



<div>read</div>	<div>The student will know the physical and behavioral effects of alcohol. He/she will know that alcoholism is an illness and that it is treatable.</div>	<div>I will use this activity to help students: develop self-concept improve decision-making ability clarify attitudes and values</div> <div>x increase knowledge improve communications learn or improve health skills</div> <div>develop social responsibility other (please designate)</div>
<div>goals</div>	<div>RESOURCES</div> <div>Teacher: Make Transparencies to follow 1. Read The Yellow Pages: Effects, p. 28 Alcoholism, p.44</div>	<div>ACTIVITY</div> <div>1. Display transparencies. Discuss the following aspects of alcohol: history, kinds of drinks and their alcoholic content, path of alcoholic content, path of alcohol in the body, physical and behavioral effects, alcoholism.</div> <div>2. Discuss the statement, "Making sound decisions means knowing facts." What other factors influence decision-making? Have class give examples of people hearing the same facts but making different decisions. Why? How are attitudes and values formed? If students want additional information on alcohol, how can they obtain it? Which information in the film had the strongest impact on you? Why?</div> <div>EVALUATION</div>
<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div>1 2 3 4 5 Ugh! Wow!</div>		

<p>PHYSICAL EDUCATION</p> <p>Divide class into pairs. Take turns spinning until dizzy, then try to perform tasks requiring coordination - catching ball, standing on one foot, etc. Discuss similar effects of alcohol and consequences for safety.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p>
<p>ART</p> <p>Draw the human body in correct proportions and indicate the organs affected by alcohol.</p>	<p>SPELLING</p> <p>Learn to spell words used to discuss alcohol and its effect on the body (oxidation, depressant, etc.). Construct a crossword puzzle using these words.</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Use goldfish to show effects of alcohol. Put a fish into a 3" container with $\frac{1}{2}$ ounce alcohol and $1\frac{1}{2}$ cups water (equivalent to alcoholic content of a 12 oz. can of beer). When effects are seen, move fish to fresh water. Discuss.</p>	<p>WRITING</p> <p>Write a story pretending you are an alcoholic beverage. Trace your travels through a human body. Describe what effects you are causing as you travel.</p>	<p>READING</p> <p>Collect newspaper articles concerning events related to alcohol over a two-week period. Categorize the articles. How does reading the articles influence your thinking about drinking?</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Write and perform a skit where different parts of the body are "humanized" and tell the effects of alcohol or them.</p>	<p>OTHER</p>

1 2 3 4 5
Ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Have students design their own mazes using facts about alcohol.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Choose any question from the mazes and write a paragraph explaining the answer.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

read	The student will identify alcoholism as an illness that is treatable. He/she will be able to identify community resources to help people who have drinking problems or are coping with the drinking problem of someone else.		
student	<div> <div> <div>I will use this activity to help students:</div> <div> <div>develop self-concept</div> <div>improve decision-making ability</div> <div>x clarify attitudes and values</div> </div> </div> <div> <div>x increase knowledge</div> <div>improve communications</div> <div>learn or improve health skills</div> </div> <div> <div>develop social responsibility</div> <div>x other (please designate)</div> <div>develop coping skills</div> </div> </div>		
	RESOURCES	ACTIVITY	EVALUATION
go	<p>Call your local community alcohol center to arrange for a speaker. (see Resources, page for telephone number).</p> <p>Specify the topics to be covered (see next column).</p>	<p>The class should have an understanding of basic facts about the effects of alcohol before beginning this activity.</p> <ol style="list-style-type: none"> Several days before the speaker is scheduled give the class an opportunity to (a) write down their questions and put them anonymously into a question box to be answered by the speaker or (b) make a composite class list of questions on the board. Ask the speaker to focus on the following areas of alcoholism as a disease: <ol style="list-style-type: none"> signs of alcoholism - how do you know if you're an alcoholic? age of alcoholics where to go for help for the alcoholic family effects of alcoholism on individual and others. Ask the speaker to answer questions from the question box or board. Give students the opportunity to ask additional questions. 	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div> <div>1 2 3 4 5</div> <div>ugh! wow!</div> </div>
	<p>Read <u>The Yellow Pages</u></p> <p>Resources, p. 96 Alcoholism, p. 44</p>		

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Design a poster to inform others about the signs or effects of alcoholism.</p>	<p>SPELLING</p> <p>Learn the pronunciation of some of the diseases which can result from alcohol abuse, e.g., cirrhosis.</p>	<p>MATH</p>
<p>SCIENCE</p> <p>Research the effects of alcoholism on body organs. Why is life expectancy shorter for an alcoholic?</p>	<p>WRITING</p> <p>Write a description of a person who is an alcoholic, including the symptoms of the disease, where the person could seek help, and what happened to the person.</p>	<p>READING</p> <p>Read "Jennifer" by Zoa Sherburne. Discuss the effects of her mother's alcohol problem on Jennifer's life. Describe ways she coped. Suggest additional ways.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

The student will be able to identify community resources to help people who have drinking problems or are coping with the drinking problem of someone else.

I will use this activity to help students:

develop self-concept

x improve decision-making ability

clarify attitudes and values

x increase knowledge

improve communications

learn or improve health skills

x develop social responsibility
x other (please designate)
develop coping skills

RESOURCES

ACTIVITY

EVALUATION

Copy of:

Worksheet,
 "Where To Turn"
 (see following
 page)

Local telephone
 directory

1. Make copies of the "Where To Turn" worksheet (see following page) for the class.

2. Ask the class to suggest different places where one could turn for help for alcohol-related problems. Discuss what each place (or person) could provide. Discuss what kind of criteria a person might use to select help (e.g., good listener, information is kept confidential, etc.). Why might you choose a particular person or place?

3. Distribute the "Where To Turn" worksheets.

4. Have students take turns choosing a situation card and reading it aloud. Or, have students work in groups to write their own problem situation to read to the class or use for role-playing.

5. As a class, discuss the possible places or people that one could turn to for help in each situation and place a check mark in those columns on the "Where To Turn" board. Students can check all of the alternatives on their papers and circle the one(s) they would most likely choose. Volunteers can share the reasons for their choices with the class. Discuss how to contact the various people or agencies and where they are located. Have students use the telephone directory to locate neighborhood agencies.

Read The Yellow
 Pages:

Resources, p.96

COMMENTS OR
SUGGESTED CHANGES

Teacher evaluation
 of activity.
 Please circle:

1 2 3 4 5
 Light: _____
 Dark: _____

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES Use a map of your area to locate the nearest alcohol "help" organizations.
ART	SPELLING	MATH
SCIENCE	WRITING Write a situation describing someone who needs help with an alcohol-related problem. Exchange papers with classmates and write solutions.	READING
LANGUAGE ARTS (oral discussion) Prepare oral reports on local resources available to aid with problems relating to alcohol.	LANGUAGE ARTS (drama and role-playing)	OTHER Research Skills Locate through a phone book, etc. the addresses and phone numbers of alcohol "help" organizations nearest to your area. Compile and post a list.

r e a d y

The student will be able to identify sources exerting pressure on him/her to drink and will identify effective measures to cope with those pressures.

s e t

I will use this activity to help students:

develop self-concept increase knowledge develop social responsibility
x improve decision-making ability improve communications x other (please designate)
x clarify attitudes and values learn or improve health skills develop coping skills

RESOURCES

Read The Yellow Pages:
Decision-Making, p. 10
Resources, pp. 96

ACTIVITY

1. Ask the class to describe some of the situations related to alcohol they think they must have to cope with soon or within the next few years. What kinds of situations do they foresee dealing with when they are in high school? For each situation have students identify what source, if any, would be exerting pressure on them to drink.
2. Make a composite list of the different methods of coping with situations as students suggest them.
3. Role-play some of the alternative solutions.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5
Ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Create a comic book using situations dealing with pressure to drink as the theme.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Chocse one kind of pressure - peers, advertising, etc., and write one situation describing a positive use of the pressure and one negative use.</p>	<p>READING</p> <p>Have students use peer pressure to influence a friend in another class to read their favorite book. Keep track of how many did or didn't and discuss how pressure was executed.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Work in small groups to tape-record a series of replies students might use when faced with a choice to drink or not to drink.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

The student will be able to identify sources exerting pressure on him/her to drink and will identify effective means of coping with those pressures.

I will use this activity to help students:

develop self-concept

x

increase knowledge

x

improve decision-making ability

x

clarify attitudes and values

develop social responsibility

other (please designate)

EVALUATION

ACTIVITY

RESOURCES

- Read The Yellow Pages:
Industry, pp. 23-27
1. Discuss the role of media in promoting the use of alcohol. Ask class to describe as many alcohol ads as they can, including the source of the ad - TV, radio, magazine, newspaper, billboard, etc.

2. Focus on the needs of people and what things contribute to people's feeling important or successful and good about themselves.

a. Have students discuss how the ads made them feel about using alcohol.

b. Give examples of how the same needs of people are used by advertisers to sell other products.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1 2 3 4 5

Ugh! Wow!

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Write an original jingle for an advertisement.</p>	<p>SOCIAL STUDIES</p> <p>Locate the areas where most of the liquor companies are located. Is there a pattern? Why are the companies located in these areas? What factors are important to a company's success? Is location important?</p>
<p>ART</p> <p>Make a magazine advertisement or poster to sell any product.</p> <p>Or, construct and use puppets to act out different alcohol commercials.</p>	<p>SPELLING</p> <p>Make a list of adjectives used to describe various alcoholic beverages.</p>	<p>MATH</p> <p>Find out from the newspaper how much ads cost per inch and/or column. Measure the ads in a particular day's paper and figure the costs.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write a radio or TV spot advertising a product. Design the ad to appeal to a particular need.</p> <p>Or, write an advertisement to counter-act the appeal of a particular ad. Call it an "un-advertising."</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Using liquor ads, substitute the name of another product for the liquor and dramatize for the class.</p>	<p>OTHER</p>

Butcher paper
old magazines
with alcohol ads

NOTE: This activity may take more than 1 class period to complete.

Use a slide presentation to analyze alcohol ads prior to this activity.

1. Have several magazines and newspapers with alcohol ads available (e.g., "Ebony", "Sports Illustrated", "New Yorker") and let the students cut out the ads.
2. Using the list of basic things that help people feel successful or good about themselves developed during the slide presentation of alcohol ads, make headings across the top of a sheet of butcher paper. The following are possibilities:
 - a. romance or love
 - e. money, wealth, possessions
 - g. leisure, fun
 - b. glamour
 - f. acceptance, friends, love
 - h. food, thirst
 - i. intelligence, being smart
 - c. sex appeal
3. Select several of the ads as examples and through class discussion decide under which heading ads should be placed and glue to the butcher paper. Most ads will fit under more than one heading, so choose the heading which best describes the need to which the ad is appealing.
4. Divide the class into groups of two or three and have them decide under which heading the remainder of their ads should be placed.

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation
of activity.
Please circle:

1 2 3 4 5
uqhi! _____ wow!

(continued on following page)

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

TOPIC: Advertising Techniques (cont.)

GRADE:

6

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PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
<p>ART</p> <p>Have a group make ad booklets, showing categories of needs that ads appeal to. Design and illustrate a cover for it.</p>	<p>SPELLING</p> <p>Make a list of key words used by advertisers in alcohol ads. Learn to spell them. For each word, think of its opposite.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write letters to companies concerning their ads, praising them or suggesting changes as appropriate.</p>	<p>READING</p> <p>Read ads critically to determine which claims are fact and which are propaganda. Underline fact in blue, propaganda in red.</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Have a class debate on the rights of advertisers to write ads without any control by the government.</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

AREA: Alcohol Education

PAGE: 26

TOPIC: COPING - Create An Ad

GRADE: 6

ready

The student will be able to identify sources exerting pressure on him/her to drink and will identify effective measures to cope with those pressures.

set

I will use this activity to help students:
develop self-concept
x improve decision-making ability
clarify attitudes and values

x increase knowledge
improve communications
learn or improve health skills

x develop social responsibility
other (please designate)
develop coping skills

go

RESOURCES

Poster board, pens, etc. to create ads

Read The Yellow Pages:
Industry, pp. 23-27

ACTIVITY

NOTE: This activity may take more than 1 class period to complete.

1. Divide the class into small groups to create their own ads. It may be helpful to list the following instructions on the board or on paper for each group:

Pretend you are the head of an advertising agency. Decide as a group:

a. whether you want to influence people to drink or not to drink
b. what audience you want to influence, e.g.,

o young businessmen and women who want to get ahead

o middle-aged housewives who want to stay young

o teenage football players

o college women

o factory workers

o other groups

c. The product - wine, beer or whiskey; if you don't want them to drink, which kind of alcohol should they not drink.

Then create an ad using any materials you want, including songs, pictures and dialogue.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

1

2

3

4

5

ugh!

Wow!

(continued on following page)

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	SPELLING	MATH
SCIENCE	WRITING	READING
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER

TOPIC: Create An Ad (cont.)

GRADE:

<p>r e a d y s e t</p>	<p>I will use this activity to help students: develop self-concept improve decision-making ability clarify attitudes and values</p> <p>increase knowledge improve communications learn or improve health skills</p> <p>develop social responsibility other (please designate)</p>
<p>g o</p>	<p>RESOURCES</p>
	<p>ACTIVITY</p> <p>ACTIVITY (cont.)</p> <p>2. Upon completion of advertisements, each group presents its ad to the class. Discuss what ads reveal about why people drink or abstain and the pressure ads exert on people to drink or not to drink. Have students suggest ways to cope with such pressure.</p>
	<p>COMMENTS OR SUGGESTED CHANGES</p>
	<p>Teacher evaluation of activity. Please circle:</p> <p>1 2 3 4 5 Ugh! Wow!</p>

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
	Compose or select music from records to accompany alcohol ads. How is your choice of music influenced by the group of people to whom you want your ad to appeal?	Investigate laws governing ads for alcohol.
ART	SPELLING	MATH
		Find out what it costs to print an ad in a newspaper or buy radio or TV time. Calculate cost of running ads developed by the groups.
SCIENCE	WRITING	READING
	Describe your favorite TV or radio commercial. Tell what you like about it. Describe aspects which are accurate and those that are misleading.	
LANGUAGE ARTS (oral discussion)	LANGUAGE ARTS (drama and role-playing)	OTHER
	Dramatize ads written by groups for TV or radio.	

AREA: Alcohol Education		PAGE: 30
TOPIC: DECISION-MAKING - Attitudes About Alcohol		GRADE: 6
r e a d y	The students will be able to identify characteristic feelings and attitudes of parents about children's use of alcohol, and how parents influence children's decisions about alcohol.	
	I will use this activity to help students: <input type="checkbox"/> develop self-concept <input checked="" type="checkbox"/> improve decision-making ability <input checked="" type="checkbox"/> clarify attitudes and values <input type="checkbox"/> increase knowledge <input checked="" type="checkbox"/> improve communications <input type="checkbox"/> learn or improve health skills <input type="checkbox"/> develop social responsibility <input type="checkbox"/> other (please designate)	
s e t	RESOURCES	EVALUATION
	Parental attitudes photo-boards see Art, p.34.	
g o	1. Read the following situation to the class: Your friend's parents are out for the evening. You are at your friend's house to keep him/her company and are watching TV together. Instead of drinking pop, you decide to try some beer. You've both drunk a can and are popping the top on another one when your friend's parents walk in unexpectedly and see you with the beer.	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 light! Wow!
	2. Display the photoboards. Have students decide individually which photoboard corresponds most closely to the expression they would expect to see on the faces of their friend's parents. Each student writes a short paragraph explaining why they think the parent would react that way and whether they agree. How might the attitudes of one's parents affect one's decision about alcohol?	
	3. Divide class into small groups to share individual reactions and reasons. Groups should discuss how they wish parents would react and why - is there a consensus?	
	4. Each group writes a dialogue on how they would handle the situation if they were the parents and role-plays the solution for the class. Do they see the situation differently in the parent role than as the child? Why or why not? What rules, if any, would they make concerning the use of alcohol by their children? Why? Name some other situations where children's and parents' views may conflict. Why? Can conflicts be reduced? How?	

<p>PHYSICAL EDUCATION</p>	<p>MUSIC</p> <p>Write a musical soundtrack to accompany the role-play of parental reaction.</p>	<p>SOCIAL STUDIES</p> <p>Research attitudes in other cultures about children drinking alcohol.</p>
<p>ART</p> <p>Make your own set of photoboards with parental reactions by drawing various expressions or cutting them out of magazines.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Write unfinished short stories involving parent-child conflict over alcohol situations. Exchange papers and write ending to story written by another student.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>Label the expression portrayed in each photoboard with a "feeling" word. Discuss different meanings the same expression conveyed to various students</p>	<p>LANGUAGE ARTS (drama and role-playing)</p> <p>Dramatize the situation about the parents finding the children drinking beer. Role-play the reactions shown in the photoboards.</p>	<p>OTHER</p>

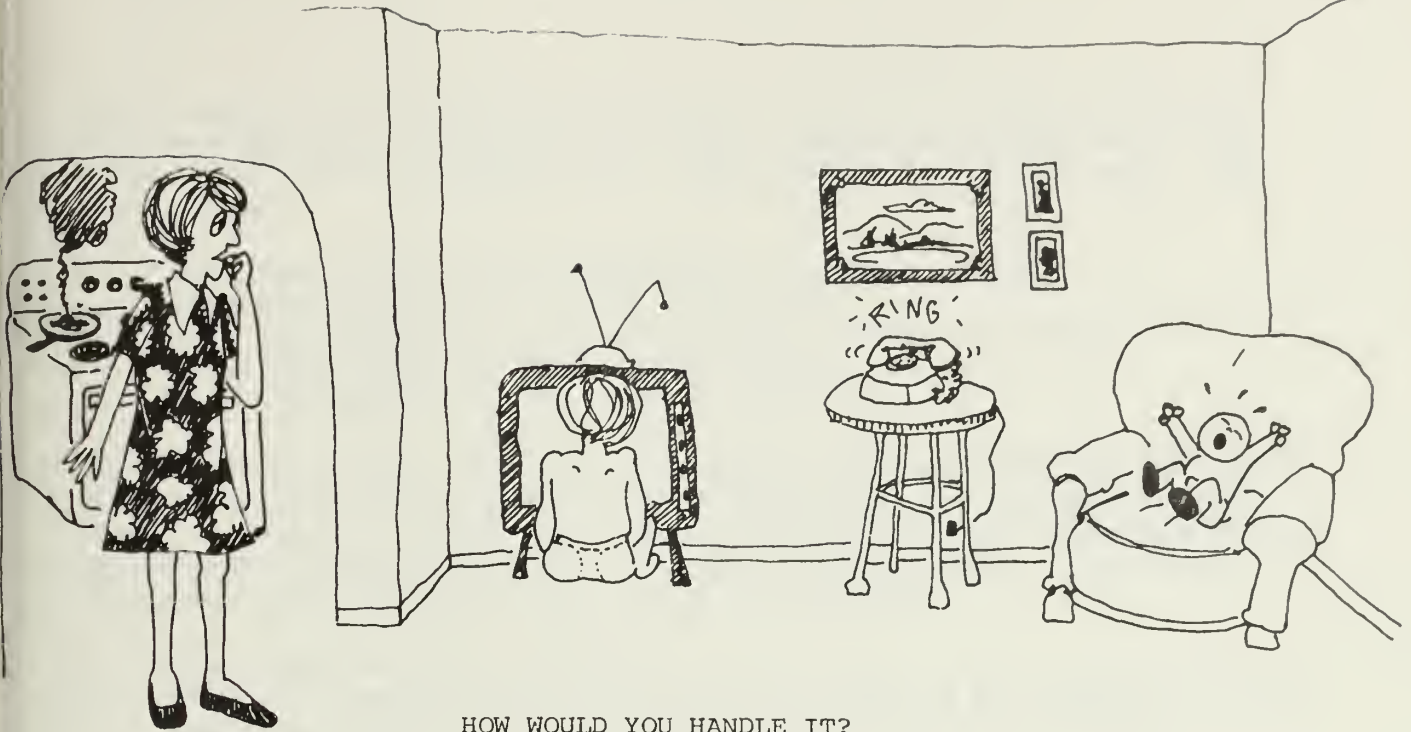
r e a d y	The student will identify coping behavior as part of everyone's life and that people use various methods of coping with their feelings and problems. He/she will identify a variety of ways to feel good.		
s e t	I will use this activity to help students: <div> <div>develop self-concept</div> <div> <div>x</div> <div>improve decision-making ability</div> </div> <div> <div>x</div> <div>clarify attitudes and values</div> </div> </div> <div> <div>increase knowledge</div> <div> <div>improve communications</div> <div>learn or improve health skills</div> </div> <div> <div>develop social responsibility</div> <div> <div>other (please designate)</div> <div>develop coping skills</div> </div> </div> </div>		
g o	RESOURCES	ACTIVITY	EVALUATION
	See Art, p. 33.	1. Discuss with the class: <div> <div>a. What are some bad feelings you have? What causes them? Do adults have bad feelings, too?</div> <div>b. What are some ways people deal with bad feelings?</div> <div>c. What are the risks of dealing with all problems by taking something rather than by doing something?</div> <div>d. Is using alcohol or other drugs the only way to feel good? What are some alternatives?</div> </div> 2. Divide into small groups to discuss what students can do to get rid of bad feelings and feel good. Have each group share their responses with the class. 3. Have student try some of the activities they have listed that can be done in class and report their feelings.	<div>COMMENTS OR SUGGESTED CHANGES</div> <div>Teacher evaluation of activity. Please circle:</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Ugh!</div> <div>Wow!</div> </div>

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS 33

<p>PHYSICAL EDUCATION</p> <p>Learn folk dances or games played in other countries as alternative ways to feel good.</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Find out what people in other countries do to feel good, and/or what various age groups in your own community do to feel good, e.g., parents, teachers, grandparents, teenagers, etc. Compare lists and note similarities and differences.</p>
<p>ART</p> <p>Make a collage showing bad feelings and ways to cope with them.</p>	<p>SPELLING</p>	<p>MATH</p>
<p>SCIENCE</p> <p>How do alcohol and other drugs operate in the body to cause people to feel good? How long does the good feeling last?</p>	<p>WRITING</p>	<p>READING</p> <p>Read books about coping with problems. How did the characters cope? E.g., <u>Look Before You Leap</u> - Mary Stolz, Dell <u>My Dad Lives in a Downtown Hotel</u> - Peggy Mann, Avon</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

r e a d y	<p>The student will be able to predict consequences and evaluate the risk factors for his/her decisions.</p>
s e t	<p>I will use this activity to help students:</p> <p> <input checked="" type="checkbox"/> develop self-concept <input checked="" type="checkbox"/> increase knowledge <input checked="" type="checkbox"/> develop social responsibility <input checked="" type="checkbox"/> improve decision-making ability <input checked="" type="checkbox"/> improve communications <input checked="" type="checkbox"/> other (please designate) <input checked="" type="checkbox"/> clarify attitudes and values <input checked="" type="checkbox"/> learn or improve health skills <input checked="" type="checkbox"/> develop coping skills </p>
	<p>RESOURCES</p>
g o	<p>Copy of: Worksheet - "How Would You Handle It?" (see following pages)</p>
	<p>ACTIVITY</p> <ol style="list-style-type: none"> 1. Make copies of "How Would You Handle It?" worksheet (see following pages) for the class. 2. Discuss the importance of thinking about alternatives and consequences before making a decision. Discuss the good and bad effects a decision could have on oneself and others. 3. Have a student select a situation from the worksheet and read it aloud. For each alternative listed, write the possible consequences for self and others. Have class propose additional alternatives and list them in the same manner. Discuss the advantages and disadvantages (risks) of various alternatives. Have students make a decision and explain their choice. Discuss differences among decisions based on attitudes and values. 4. Discuss the methods of coping suggested in the situations. Are some more advisable than others? Why or why not? What determines the method a person uses? How important are coping skills in our society? <p>VARIATION: Have students complete the worksheet individually. Divide into small groups and have each group try to arrive at a consensus on the "best" decision for each situation. Groups share their choices and reasons with the class.</p>
	<p>COMMENTS OR SUGGESTED CHANGES</p>
	<p>Teacher evaluation of activity. Please circle:</p> <p> 1 2 3 4 5 Light: _____ Wow! _____ </p>

<p>PHYSICAL EDUCATION</p> <p>What are some of the risks involved in various sports? Are there ways to minimize the risks? How might thinking about the risks first influence a person's decision to participate</p>	<p>MUSIC</p>	<p>SOCIAL STUDIES</p> <p>Read the newspaper to find examples of political decisions. Predict consequences for each decision. Suggest alternatives. Would you have made a different decision if the choice had been yours?</p>
<p>ART</p>	<p>SPELLING</p>	<p>MATH</p> <p>Calculate odds (risks) of a certain thing happening with students.</p>
<p>SCIENCE</p>	<p>WRITING</p> <p>Have students write problems anonymously and deposit in a "problem box." Draw problems from the box and read aloud. Have the class suggest alternatives and consequences.</p>	<p>READING</p>
<p>LANGUAGE ARTS (oral discussion)</p> <p>What is a risk to you? When and what are you willing to risk? What is a risk too great for you to consider?</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>



HOW WOULD YOU HANDLE IT?

1. Nothing is going right for Mrs. Owens. The baby is crying, breakfast is burning on the stove, the telephone is ringing and one child is watching TV instead of getting dressed for school. How can Mrs. Owens cope with this?
 - a. Answer the phone and tell her problems to the caller.
 - b. Tell the child to answer the phone, throw breakfast in the garbage, give the baby a pacifier, and make herself a drink of vodka and orange juice.
 - c. Answer the phone and say she'll return the call, have the child get dressed and play with the baby while she makes a new breakfast.
 - d. Your alternative.....

2. You have the responsibility for picking up your little sister after kindergarten each day and walking her home. You just found out there will be band try-outs after school, and you really want to join the band but only sixth graders will be admitted to the auditorium. How can you cope with this?
 - a. Tell your sister to find her own way home.
 - b. Forget band and take your sister home, telling her she's a real pain who always wrecks your life.
 - c. See if a friend will take her home
 - d. Your alternative....

3. Mr. Brown has heard a rumor that there will be some layoffs soon at his plant and his job is likely to be eliminated. He has four young children and a wife to support. How can Mr. Brown cope with his problem?
 - a. Go to his supervisor and find out if it's true and what his chances are for employment.
 - b. Quit immediately and look for a job with a more stable future.
 - c. Go out and get drunk.
 - d. Your alternative....

1. There's going to be a math test tomorrow. You haven't studied for it and will probably fail it unless you do. Your club is going on a field trip after school today, and you've been looking forward to it all month. What would you do?
 - a. Tell your mother you're sick tomorrow and skip school.
 - b. Take the test and do the best you can.
 - c. Tell your problem to the person who sits beside you in math class and arrange to copy his/her answers.
 - d. Your alternatives....
5. You are new at school and want to be popular. You hear some of your sixth grade classmates talking about how neat it would be to get some wine for a party. You know you could take a bottle from your parents' wine supply and they'd probably never know. You feel sure the group would invite you to the party if you brought the wine. How can you cope?
 - a. Tell them you'll get the wine.
 - b. Forget the conversation and try to get to know a few people at a time.
 - c. Get your parents to agree to a party at your house and arrange to sneak a little wine to those who want it.
 - d. Your alternatives....
6. Betsy's father is an alcoholic. He and the family have managed to hide his problem for several years. Now he's lost his job and people are beginning to talk about him. One of Betsy's classmates comes up to her and says, "Betsy, I heard your father is an alcoholic. Is it true?" How can Betsy deal with this?
 - a. Deny it and say her father was laid off because of the state of the economy.
 - b. Avoid the question by changing the subject.
 - c. Say that her father has an illness and is no different from anyone else who is sick and needs help.
 - d. Your alternative....
7. Ted and three of his friends are in the park playing ball. Afterwards, one of the friends opens a paper bag, pulls out a bottle of liquor and takes a sip. He passes the bottle to another friend who sips it and says, "it's awful! How can you drink that stuff?" He passes the bottle to Ted. Ted doesn't want to try it. How can he cope with the situation?
 - a. Drink it anyway so they won't think he's chicken.
 - b. Say, "No, thanks", and pass the bottle to the other friend.
 - c. Tell them they're really dumb to pull a stunt like that since they could get arrested, and then leave the park before they can answer.
 - d. Your alternative....

AREA: Alcohol Education TOPIC: DECISION-MAKING - Trial of Mr. Alcohol		PAGE: 38 GRADE: 6
r e a d y s e t	The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions.	
	I will use this activity to help students: develop self-concept x increase knowledge develop social responsibility x improve decision-making ability improve communications other (please designate) clarify attitudes and values learn or improve health skills	
g o	RESOURCES Teacher will devise Role Cards "Mr. Alcohol" Courtroom Procedure Worksheet (see following page) Tape Recorder	ACTIVITY 1. Make copies of the courtroom procedure worksheet (see following page) for the class. 2. Discuss briefly some of the different points of view people have about alcohol. Is alcohol innocent or guilty? Discuss the trial of Mr. Alcohol as a way of determining the verdict. Have students share what they have read or seen about courtroom proceedings. 3. Distribute role cards to the students and give them a day to prepare their roles. 4. Conduct the trial (see following page). A major point to be made during the trial is that although people come under considerable pressure to drink, drinking is a personal choice. 5. After the trial, discuss the following questions with the class: a. Do you agree with the jury's verdict? Why or why not? b. What do you think would happen if alcohol were really put on trial in our society? c. Do you think it would be possible to ban alcohol? If so, how? If not, why not? d. Since alcohol has both good and bad effects, how do you think we should deal with it?
	Read The Yellow Pages: Laws, p. 61.	COMMENTS OR SUGGESTED CHANGES Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! Wow!

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES Related units on law, justice, courtroom procedure, etc., could be done prior to, along with, or following this unit.
<p>ART</p> <p>Design a set as the backdrop for the trial. Make a jury box, judge's bench, pictures for the wall, etc.</p>	<p>SPELLING</p> <p>Make a spelling list of words that are used in trial situations, e.g., objection, verdict, defendant, prosecution, etc.</p>	<p>MATH</p>
<p>SCIENCE</p>	<p>WRITING</p>	<p>READING</p> <p>Read a book about a courtroom drama.</p>
<p>LANGUAGE ARTS (oral discussion)</p>	<p>LANGUAGE ARTS (drama and role-playing)</p>	<p>OTHER</p>

THE TRIAL OF MR. ALCOHOL

1. Distribute role cards to the students. No one except the witnesses should reveal their role description. The witnesses for the prosecution should show their roles to the prosecuting attorney. The witnesses for the defense should show theirs to the defense attorney. There are 30 roles: prosecuting attorney, defense attorney, 7 witnesses for the prosecution, 6 witnesses for the defense, judge, court clerk, bailiff, 12 jury members. The number of witnesses on each side can be expanded as necessary to give every student a role. Major roles are the prosecuting attorney and the defense attorney. It may be helpful to assign those roles to students who can perform well in front of a group and think quickly.
2. Students should have one day to prepare their roles.
3. The setting is a courtroom where Mr. Alcohol is being accused of the crime of ruining people's lives, causing family problems, health problems, job loss, traffic accidents and death.
4. Prior to the trial, review the basic vocabulary of courtroom procedure; e.g., objection, objection overruled, verdict, defendant, defense attorney, prosecuting attorney, etc.
5. Distribute courtroom procedure worksheets (see following page) to the class. As the trial progresses, students should check off each step on their worksheets and use the space at the bottom of the worksheets for questions or points they'd like to discuss after the trial. Or, rather than assigning a role card to each student, some students could be asked to be observers at the trial and use the worksheet to make sure courtroom procedures are being followed.
6. Actual courtroom procedure in a criminal case requires that the jury decision be unanimous. However, if classroom time for the trial is limited, it may be preferable to use the civil case courtroom procedure which requires 10 out of 12 jurors to agree on the verdict rather than all of the jurors. The judge should announce to the jury before they retire to deliberate the number of jurors who must agree on the verdict.

- | | |
|--|--|
| 1. All should be seated in their places. | |
| 2. The bailiff announces the arrival of the judge. All rise. | |
| 3. The judge will request those in the courtroom to be seated. | |
| 4. The bailiff will then read the charges against the defendant. | |
| 5. The defendant will state his/her plea (guilty or not guilty). | |
| 6. The judge then instructs the prosecution to present its case. | |
| a. The prosecution will make an opening statement. | |
| b. The prosecution will call its witnesses. | |
| c. The bailiff will swear in the witnesses. | |
| d. After the prosecution has questioned a witness, the defense may cross-examine if desired. | |
| e. After all witnesses have testified, the prosecution gives a summary and rests its case. | |
| 7. The judge then instructs the defense to present its case. | |
| a. The defense calls its witnesses. | |
| b. The prosecution may cross-examine if so desired. | |
| c. After all the witnesses have been called, the defense gives a summary and rests its case. | |
| 8. The judge instructs the jury about their responsibility to decide this case. | |
| a. The jury then retires to deliberate. | |
| b. The jury elects a spokesperson or foreman. | |
| c. They then make their verdict of guilty or not guilty. | |
| 9. When the jury returns the foreman presents the verdict. | |
| 10. The judge then rules on the verdict.
If not guilty, the case is dismissed.
If guilty, the judge may make a statement and/or give the sentence. | |

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THE YELLOW PAGES--RESOURCE SUPPLEMENT

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Absorption: The process by which alcohol enters the blood stream from the small intestine and stomach. The rate of absorption is affected by rate of consumption, body weight, presence of food in the stomach, body chemistry, and type of beverage.

Abstinence: Not drinking any alcoholic beverage.

Addiction: Physiological and/or psychological dependence on a drug. The overpowering physical or emotional urge to do something repeatedly that an individual cannot control, accompanied by a tolerance for the drug and withdrawal symptoms if the drug use is stopped. (See also physiological and psychological dependence.)

Alcohol (Ethyl): The intoxicating chemical (C_2H_5OH) found in liquors and produced by the action of yeast on sugars and starches. Often referred to as "beverage alcohol" as opposed to methyl alcohol which is not consumable and is primarily used for industrial purposes. Alcohol is classified as a central nervous system (CNS) depressant.

Al-Anon: An organization of spouses, relatives or friends of alcoholics who meet to provide each other with support and to solve common problems.

Alateen: An organization of friends and relatives, of alcoholics usually from the age of 12 through 20, who meet and try to provide each other with support and solve common problems.

Alcoholics Anonymous ("AA"): An organization of alcoholics who meet to discuss their problems in an effort to control their addiction to alcohol.

Alcoholic: The term "alcoholic" has been variously defined at different times and by different people. However, three aspects of the alcoholic have generally been agreed upon:

1. The alcoholic's drinking pattern is incompatible with what is expected by the other members of society.
2. Alcoholics have an urge to drink or to continue drinking once they start that they cannot control.
3. An alcoholic's drinking creates either social, economic or health problems for themselves, their family and/or society.

Antabuse: A non addicting drug which gives a strong physical reaction to alcohol. It is insurance to the alcoholic because he/she cannot take a drink for 10 to 14 days after taking the last Antabuse tablet.

Bender: (slang) A period of continuous intake of alcohol with the intent of getting drunk.

Blackout: A period of temporary amnesia which occurs while the person is drinking. During a blackout, the person is conscious and walks, talks, and acts but can't remember any of the events the next day.

Blood Alcohol Content (BAC) (or Blood Alcohol Level): The percentage of alcohol in the blood stream at any given time.

Brandy: Made by distilling wine. It contains from 40 to 50 per cent alcohol by volume. Brandy is aged in wooden casks like whiskey and has some traces of methyl (wood) alcohol in it.

Breathalyzer: An instrument used to measure the alcohol content of a person's blood through an analysis of the person's breath.

Brewing: The fermentation of grains that results in beer or ale.

Cirrhosis: The replacement of liver tissue with scar tissue due either to malnutrition and/or excessive and prolonged alcohol use.

Cognac: Made by distilling wine. It contains from 40 to 50 percent alcohol by volume.

Daydream: To let the imagination wander while the eyes are open and the mind is not sleeping.

Delirium Tremens ("D.T.'s"): A serious and sometimes fatal condition some alcoholics develop when they suddenly stop drinking, much like the withdrawal symptoms of other drug addicts. Symptoms can include hallucinations ("delirium"), uncontrollable shaking ("tremens"), terror, and agitation, and fever.

Depressant: Any chemical which diminishes the activity of the central nervous system, (CNS) usually resulting in dulled reflexes, impaired thought processes, and distorted perceptions, when taken in large amounts. Alcohol is a CNS depressant.

Detoxification: 1) Also called "drying out." The process of sobering up and withdrawing from toxic or poisonous effects of alcohol.

2) The process carried out by the liver in changing chemicals like alcohol into non-toxic substances.

Distillation: Evaporation of liquid by heat and condensing the resultant vapors into a liquid.

Distilled Spirits (Beverages): Beverages made by the distilling process usually containing at least 20% alcohol by volume. These include whiskey, gin, rum, brandy, tequila, vodka, liqueurs, etc.

Fermentation: The chemical reaction that produces alcohol when yeast and sugar are combined. The process by which wine and beer are manufactured.

Gin: Made from neutral spirits (ethyl alcohol) and water. Juniper berries and orange peel are added to the mixture for flavor. The mixture is either distilled or simply strained. Gin is usually 80 to 100 proof.

Hangover: The unpleasant physical sensations experienced after the effects of excessive drinking wear off. Symptoms can include nausea, headache, thirst, and fatigue. No effective cure is known.

Hard Liquor: Term used to refer to distilled beverages as opposed to beer and wine.

Hysteria: Irrational sense of dread arising from unconscious sources and being displaced into specific objects such as snakes, dirt, closed spaces, etc.

Identification: to associate oneself with another.

Impaired Driver: The driver whose skill and judgment have been decreased due to alcohol and/or some other drugs or conditions.

Implied Consent Law: A law which stipulates that by obtaining a driver's license an individual has implied his/her consent to submit to a chemical blood-alcohol level (breathalyzer) test upon the request of the police or lost his/her license for a given period of time.

Intoxication: The physical and emotional effects of excessive drinking. In Montana, one is legally presumed intoxicated if one has a blood-alcohol level of .10 per cent or higher.

Isolationist: One who keeps aloof or distant from other people.

Jigger: A small cup or glass used to measure liquor, containing usually 1 1/2 fluid ounces.

Kegger: (slang) A party held primarily for the purpose of drinking beer. Beer is usually supplied in the form of kegs. Most common with junior high, senior high and college groups.

Malt Beverages: Alcoholic beverages produced from barley, hops, corn, sugar, water, and other ingredients. Includes beer, ale, etc.

Neurosthenia: An obsolete term for a condition marked by fatigue, poor concentration, and mental listlessness.

Oxidation: The process by which the liver converts alcohol into heat + energy and releases carbon dioxide (which is exhaled) + water (which is eliminated as urine.)

Paranoia: Psychotic disorder marked by slower developing delusions of persecution and/or grandeur.

Psychological Dependence: The physical urge to use a substance that an individual cannot control. The individual requires an increasing dose of the substance to get the same effect and physical withdrawal signs develop if the substance used is stopped.

Presumptive Level: The level of alcohol concentration in the blood which is legal evidence of intoxication (0.10% in Montana and most other states).

Problem Drinker: People whose use of alcohol creates problems for themselves and/or others. Individuals who are problem drinkers may or may not be alcoholic.

Prohibition The period in American history from 1919 to 1933 when it was illegal nationwide to manufacture, transport or sell alcoholic beverages.

Projection: The act of externalizing or objectifying what is primarily subjective.

Proof: A number which is equivalent to double the alcohol content of whiskey (86 proof whiskey contains 43% alcohol). In Colonial America the high alcohol content of a beverage was considered "proven" if, when combined with gunpowder, it was capable of burning with a steady flame.

Psychotic personality (psychosis): A severe and disabling mental illness of organic or emotional origin characterized by loss of contact with reality and personal disorganization and extreme deviation from normal patterns of thinking, feeling, and acting.

Psychological Dependence: A condition resulting from repeated use of a drug in which the individual must continue to take the drug to satisfy a strong emotional need.

Rationalization: To explain or justify acts or actions.

Reality: That which has objective existence and is not merely an idea. True to life.

Repression: The process by which unacceptable desires or impulses are excluded from consciousness and thus being denied direct satisfaction are left to operate in the unconscious.

Rum: A beverage distilled from molasses derived from sugar cane. It usually contains higher levels of alcohol than whiskey.

Schizophrenia: Splitting of the mind: disorganization, disconnected and illogical thought and speech. Breakdown of control.

Skid Row: (Skid Road) Term used to refer to the area of cities where "drunken bums" hand out. Also a derogatory term applied to those people.

Skid Row Bums: The "slang" name for many suffering from the disease of alcoholism.

Social Drinker: A person who drinks occasionally at social functions and whose drinking does not create personal or social problems.

Sublimation: To direct the energy of an impulse from its primitive aim to one that is culturally higher or ethically higher.

Substitution: To replace one thing with another.

Stimulant: Any chemical which increases the activity of the central nervous system, usually resulting in sharpened reflexes, and either sharper or distorted perceptions depending on the dose and chemical.

Temperance: Literally, use of alcohol in moderation. Historically, as in the Temperance Movement, either use of alcohol in moderation or total abstinence.

Tolerance: Physical tolerance is the body's ability to overcome the usual effects of a drug so that an increased dosage is needed to achieve the same effect as before for the individual. Also an individual's ability to compensate for the physical and psychological effects of alcohol use.

Treatment: Any care given to alcoholics who are attempting to stop drinking. This usually includes medical and psychological care.

Vodka: A mixture of neutral spirits (ethyl alcohol) and water. Much of the commercial source is 100 proof.

Wine: Wines are fermented fruit juices. The concentration of alcohol in wine ranges from 10 to 22 per cent by volume, being between 12 and 14 per cent in most wines.

Whiskey or Whisky: A distilled beverage made from fermented grain with content between 80 and 110 proof, and aged in charred oak barrels.

Withdrawal: After developing physical dependence on a drug, this is the result of discontinuing its intake. With alcohol, this causes various reactions from mild disorientation, hallucinations, shaking, and convulsions to "delirium tremens" ("D.T.'s").

II. MYTHS ABOUT ALCOHOL

It has been relatively few years since scientists have begun to look closely at alcohol and the effects that this substance has on the human organism. Many of the things we currently believe about alcohol are, therefore, things that have been passed down to us through the countless centuries since alcohol was first used by human beings. It is only natural that some of our beliefs would fall into the category of myths rather than scientific fact.

Listed below are some of the more common myths. You may want to look at other things you believe about alcohol in light of current research.

A. ALCOHOL AND PERFORMANCE

I drive better after a few drinks. Alcohol does not normally increase physical or mental skills. What it may do is increase confidence and decrease judgment and self-criticism. The drinker may feel as if his performance has improved when in reality it may have declined. At least half of the fatal highway accidents involve drinking.

Alcohol increases sexual desire and ability. Contrary to popular belief, the more you drink, the less your sexual capacity. The depressant action of alcohol lowers inhibitions. Therefore the drinker may respond more freely to sexual stimulation. But, like other activities, too much alcohol reduces performance abilities.



B. ALCOHOLISM

I don't know any alcoholics. Maybe you just don't know you know any alcoholics. Some of your best friends may have drinking problems. They don't seem "different," and they usually try to hide their illness, even from themselves. About one of every ten people who drink has a drinking problem.

Most alcoholics are skid row bums. Alcoholism shows no favorites. It is found among all classes of people. It has been estimated that only three to five per cent of all alcoholics live on skid row. Furthermore, it seems that only a minority of those living on skid row are alcoholics.

You're not alcoholic unless you drink a pint a day. There's no simple rule of thumb. Experts have concluded that how much people drink may be far less important than when they drink, how they drink, why they drink, and what happens to them when they drink.

Most alcoholics are middle-aged or older. A University of California research team has found that the highest proportion of drinking problems is among men in their early twenties. The second highest incidence occurs among men in their 40's and 50's.

Alcoholics are morally weak. Although there are still people who disagree, alcoholism has been medically and legally classified as an illness. Alcoholics are no more responsible for their drinking than tuberculosis patients are for their coughing.

All alcoholics drink in the morning. Although the craving for a morning drink is a common symptom among chronic alcoholics, there are those who don't display it. It is not when drinking occurs, but the lack of control over it when it does occur that defines alcoholism.

You can't become an alcoholic by drinking only beer. Even though the percentage is relatively low (2% - 5%), beer still contains the potentially addicting ingredient--ethyl alcohol. People who drink beer merely have to drink more liquid to get drunk than they would wine or whiskey.

Alcoholics drink every day. Some alcoholics drink only on weekends, some abstain for months. Alcoholism is not determined by how often people drink, but whether or not they can control their drinking once they start.

Women don't become alcoholics. Women do become alcoholics, but are not as likely to be diagnosed as such, since they are more easily camouflaged by the protective setting of the home. During recent years, the estimated ratio of men to women alcoholics has dropped from 6:1 to 3:1. The increase in the number of women alcoholics has been explained both as an increase in the willingness to be treated, and therefore "discovered," and as an increase in the actual number of cases.

I'm just a social drinker. Just because you never drink alone doesn't mean you can't have a drinking problem. Plenty of "social drinkers" become alcoholics.

The really serious problem in our society is drug abuse. Right. And the number one drug problem is alcohol abuse. About 300,000 Americans are addicted to heroin, but about 9,000,000 are addicted to alcohol. It's not even close.

C. ATTITUDES ABOUT DRINKING

He's no good; he's a drunk! Judging a person as good or bad by their behavior distorts, even cripples, an individual's potential to develop a healthy self image.

People who drink too much only hurt themselves. And their families, and their friends, employers, strangers on the highways and you.

Thank God my kids aren't on drugs! If they're hooked on drinking, they're on drugs. With nine million Americans dependent on alcohol, it's time we stopped pretending it isn't a drug. The kids' favorite drug is the same as their parents' favorite: alcohol.

"What a Man!" Still on his feet after a whole fifth. When we stop thinking it's manly to drink too much, we have begun to grow up. It's no more manly to over-drink than it is to over-eat. Often people who seem to be able to out-drink others are developing a tolerance for alcohol and become dependent on it.

Getting drunk is funny. Maybe in the movies or in jokes, but not in real life! Drunkenness is no funnier than any other illness.

All drinking is evil. It's not use but abuse of alcohol that is evil.

D. DRINKING PATTERNS

If the parents don't drink, the children won't drink. Sometimes, but the highest incidence of alcoholism occurs among offspring of parents who are either teetotalers or alcoholics. Perhaps the "extremism" of the parents' attitudes is an important factor.

E. HANGOVERS

The best cure for a hangover is Everybody has a favorite, but they all have one thing in common: They don't work! What works? Preventive medicine. If you don't drink too much, you won't get a hangover.

F. PROPERTIES OF ALCOHOL

Alcohol warms the body. Alcohol makes the drinker feel warmer because it causes blood to rise to the skin's surface. However, when this happens, the body temperature is actually lowered because the surface heat is lost.

Alcohol cures colds. Although some symptoms of the cold might be temporarily relieved, alcohol does not cure colds.

Eating foods made with alcohol can cause intoxication. When alcohol is used in cooking, little remains in the food as the alcohol evaporates when heated. Even if the alcohol is not heated, not enough is used to have any effects except for taste.

Mixing drinks causes greater intoxication. Only the consumption of ethyl alcohol, the ingredient common to all alcoholic beverages, causes intoxication, not the mixing of drinks. A person may tend to consume more when there is a variety of drinks, but it is still only the total amount of ethyl alcohol that counts.

Alcohol is a stimulant. Alcohol is about as good a stimulant as ether. Although in small quantities, it may be initially stimulating or irritating, it is primarily a depressant. The first area of the brain alcohol affects is the area which regulates inhibitions, judgment, and self-control. It is the lack of such restraints that causes the apparently "stimulated" or uninhibited behavior and people may do things they might not otherwise do.

People are friendlier when they're drunk. Maybe. But they're also more hostile, more dangerous, more criminal, more homicidal, and more suicidal. Half of all murders and one-third of all suicides are alcohol related.

Alcohol is a medicine. It is true that alcohol was called the miracle of life when the distillation process was discovered around the fourteenth or fifteenth century. These claims never held up, however, and there are currently very limited medical uses for this drug.

G. SOBERING UP

Black coffee and a cold shower will sober you up. Alleged methods for sobering up range from hot coffee to cold showers, from fresh air to food. The only effect any of these treatments can have is to produce a wide-awake drunk. An awakened drunk, feeling sobered up, may attempt to perform tasks, such as driving, of which he/she is no more capable than the sleepy drunk. Time is the only method of sobering up. There is no way to increase the oxidation rate--the rate at which the body eliminates alcohol.

III. DECISION MAKING

Through a comprehensive approach to alcohol education, this project attempts to help young people make responsible decisions about alcohol and its use in their lives. People are faced not only with decisions of whether or not to drink, but also, if one decides to drink, when, where, how often, how much, etc., should one drink. A sample of alcohol-related issues requiring responsible decisions include:



- As the host, do you spike drinks?
- As the host at a party, do you push drinks on your guests?
- Do you let guests drive home from your party when you know they're in no condition to drive?
- Do you provide non-alcoholic beverages for people who choose not to drink?
- If you've had too much to drink at a party, will you stay at a friend's house, let someone who's sober drive, call a cab, or drive home anyway?
- If you drive to a party and know you must drive home, will you drink at all?
- If you or someone in your family has a drinking problem, will you seek help? When? Where?

The ability to make responsible decisions depends on various factors: knowing and practicing decision-making skills, understanding the influence of our feelings, emotions, values, attitudes and self-concept on our decisions, and our ability to cope. Each of these areas will be discussed separately.

A. DECISION-MAKING SKILLS

People are faced with many life situations in which decisions must be made. Decision-making is something everyone does every day. Because it is a common act, it receives little attention until a person is faced with an important decision that has long-term consequences.

Although the schools attempt to help students learn how to make personally satisfying decisions, a major portion of a teacher's time involves developing information or supplying it to students. Although extremely important, obtaining information is only one segment of the decision-making process. A question that should be asked is, "If you are going to provide information to others, what do you want them to do with that information?" We should provide opportunities for young people to put information to use.

Decision-making can be defined as a process in which a person selects from two or more possible choices. A decision does not exist unless there is more than one course of action, alternative, or possibility to consider. If a choice exists, the process of deciding may be utilized. Decision-making enables the individual to reason through life situations, to solve problems, and, to some extent, to direct behavior.

There are no "right" answers or outcomes for the decision made, but rather the decision is judged on an effective use of a process that results in

satisfying consequences. There is, however, a "right decision" for each individual congruent with his/her present view of reality. This distinguishes decision making from problem solving. Problem solving usually identifies one best or right solution for everyone involved. Problem solving searches for the best answer but will not always give the right results!

Skillful decision-makers have greater control over their lives because they can reduce the amount of uncertainty in their choices and limit the degree to which chance or their peers determine their future. Two individuals may face a similar decision, but each person is different and may place differing values on outcomes. It is the individual who makes each decision unique. Learning decision-making skills, therefore, increases the possibility that each person can achieve that "which he/she values. Decisions also have limits. Each decision is necessarily limited by what a person is capable of doing, by what a person is willing to do, and by the environment in which the decision is being made.

Since decision-making is a process which can be carried out if an individual possesses certain skills, it is imperative that opportunities be provided by the family, school and community for individuals to acquire and utilize those skills: (a) data gathering, (b) organizing and analyzing data, (c) identifying alternative choices, (d) weighing the consequences (positive and negative) of each choice (e) selecting the most appropriate choice, and (f) evaluating the results of acting upon the selection made. Important to the development of these skills is the environment in which they are practiced. A non-judgmental atmosphere would seem most appropriate. Since there is no "right" answer, the person making a decision should be free to select from any of the choices available.

B. FEELINGS AND EMOTIONS

The emotions and pressures a person is feeling at any given time can strongly influence that person's ability to make responsible decisions. The individual must be aware of those emotions and pressures, as well as the feelings they create. Once the person understands the various emotions, he/she will be better prepared to recognize an emotion or feeling when it is experienced, and better able to identify the influence of feelings on his/her decisions. This is not intended to create persons who are emotionless in their actions. Instead, it can help people consider all of the factors which influence their decisions rather than acting purely on emotion.

The method of dealing with feelings in the classroom is selected by the teacher. The method which is chosen should reflect the attitudes of the community and the administration. It should also reflect the comfort level of the student and the teacher. Whatever methods are chosen should be non-threatening to all those involved, with the end goal being an improved ability to make responsible decisions under conditions of emotional pressure.

C. VALUES AND ATTITUDES

Values have been said to be deep, long-lasting commitments to a concept or doctrine that is highly prized and about which action will be taken in satisfying ways. Values give direction to life and may be considered to be

determinants of behavior.

The term values in this section is intended to mean the goals an individual has identified for him/herself. That process of identification is rarely a conscious effort to sort out all of one's attitudes and behaviors and then categorically state here are my values - 1, 2, 3, etc. More often, it is a matter of being aware that what one says and does, reflects the values one has unconsciously chosen for oneself. Therefore, the decisions a person makes are an indicator of the values he/she holds.

The learning activities section of this guide includes a number of valuing activities designed to help students to become aware of and clarify their values related to alcohol. Values clarification is a process which involves a series of strategies or methods for helping individuals identify their own values. This includes providing a variety of meaningful experiences and interaction with the environment. Experiences and interactions should be provided in the following:

Choosing:

1. Choosing freely - individuals should not be coerced and should have freedom of selection.
2. Choosing from alternatives - a variety of alternatives must be provided.
3. Choosing thoughtfully - consideration should be given to the consequences of each alternative.
4. Affirming - when something is cherished, it is publicly and verbally supported; doing something.

Prizing:

5. Prizing and cherishing - choice has a positive tone and is held in high esteem. A choice, even when having made it freely and thoughtfully, may be a choice one is not happy to make. One may choose to fight in a war, but be sorry circumstances make that choice reasonable. However, one prizes and cherishes the guides to life called values.

Action:

6. Acting upon choices - doing or practicing values one has chosen.
7. Repeating - persistence and endurance become a pattern of life.

The specific methods used will vary with every class and every teacher. Regardless of the method, the key is always helping students identify in what direction they are headed and whether or not they feel good about that direction. When students find themselves feeling uncomfortable with the values they hold, they must be given opportunities to investigate ways to change those values and the corresponding behaviors. This is more clearly defined under practice (section F).

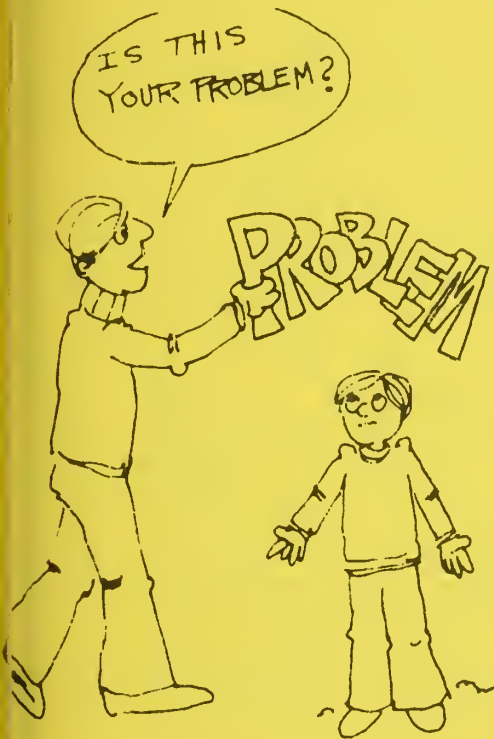
Attitudes, on the other hand, are more short term in nature than values. They are feelings that people have about issues, people, etc. that usually play a role in influencing people's decisions.

Attitudes can be the predecessors to values and usually their impact on one's behavior is less than the impact values may have.

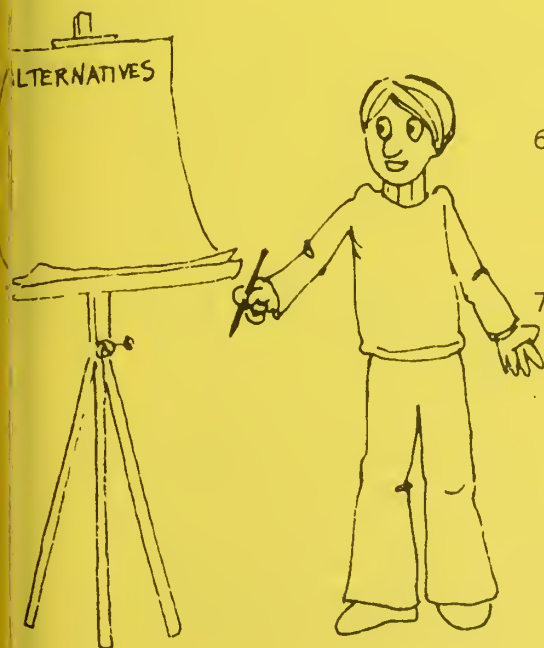
D. COPING SKILLS

Coping is the ability to fight or contend successfully or on equal terms. It also might be stated as the ability to deal with problems.

Learning to cope with life's problems is dependent on and interrelated with knowledge of self, decision-making skills, ability to clarify values and an ability to relate to others. In addition to these skills, there are other specific skills that can be classified as coping skills. They are as follows:



1. Admitting a problem exists and facing it: A person cannot begin to cope with a problem or situation without first recognizing the problem or situation does in fact exist.
2. Defining the problem and who owns it: A person attempting to cope with a problem must first identify what he/she is attempting to cope with and they decide if the problem is his/hers, or belongs to others, or is a shared problem.
3. Listing alternative solutions to the problem: A basic step in decision making, problem solving and coping is to identify what alternatives are open to a person in a situation.
4. Predicting consequences for oneself and others: Once alternatives are identified, it is important to weigh the potential consequences involved in each, and then rank them in order of preference.
5. Identifying and consulting sources of help: One should consider what sources of help are available to aid in generating or carrying out alternatives. In order to do this, the person involved needs to have some knowledge of the resources available or how to find them.
6. Giving help to others when needed and wanted: The key words in this statement are needed and wanted. Help can only be effective when these two criteria are met.
7. Experimenting with a solution and evaluating the results: If the decision did not provide satisfactory results, another alternative can be tried. Evaluation of results also allows people to keep track of their ability to come up with satisfying solutions.



E. SELF-CONCEPT

Self-concept is defined here as the total perception an individual has about him/herself. That is, being able to answer the questions, "Who am I?" and "Who am I in relation to others?"

Self-concept is enhanced when the individual has a strong, positive feeling of belonging and a sense of worth. These things can be fostered by providing activities which focus on various themes including:

1. A person recognizes there are many individuals, yet realizes he/she is unique.
2. A person feels loved and can love.
3. A person is able to recognize and cope with his/her feelings and emotions.
4. A person can function in a group, yet is also comfortable being alone.
5. A person likes to and is able to do many things.
6. A person is able to successfully relate to the world about him/her.

We are all interested in ourselves. Realizing this, educators recommend that activities in school be related to the life experiences of the learner to maximize the efficiency and effectiveness of the learning process.

The question of the appropriateness of oneself as a topic of study within the school setting, however, remains. Since one behaves based on one's perceptions of reality rather than upon reality itself, one's perceptions of oneself will determine many health-related behaviors. For example, a person who is comfortable with him/herself will be better able to make a decision in the face of peer pressure on whether or not to drink and be less influenced by that pressure than a person with a poor self-concept.

As a result of the process of education, every student should feel that he or she is an important and worthwhile individual. At the same time, students should realize that they are not perfect and that change can be a very positive thing. Students should be able to identify both their strengths and weaknesses, while understanding that there may be limitations to what each person can achieve.

Within the context of the classroom, the teacher and the students should help each other realize the strengths they possess. Individuals should attempt to develop positive ways of interacting with other members of the class. Students in the class should feel free to ask questions, state their opinions or make observations without fear of reprisal, condemnation or ridicule. Similarly, students should feel free to be themselves, realizing their relationships within the class and respecting the rights and privileges of others. At all times, students and teachers must be sensitive to the feelings of each other. Every effort should be made to be positive when dealing with other people. Criticism can become an important part of the classroom environment when it is intended to be constructive rather than destructive.

As students begin to develop strong, positive self-concepts their abilities to make responsible decisions will improve. They will be better prepared to make decisions in their own best interests and in the interest of their fellow human beings.

F. RISK-TAKING

It is human to seek more from life than merely remaining alive. There is a never-ending search for satisfaction in living. As we seek answers to the questions about what will bring us satisfaction we do not have absolute answers. Therefore, there is an element of risk in each decision we make about living.

We cannot live without "taking chances." But as intelligent beings, we should be able to weigh possible injury or loss against possible gain and decide whether a risk is worth it.

A study of risk-taking behavior indicates that taking chances is closely tied to an individual's skills in using the decision-making process. Personal values also determine how willing the individual is to take risks.

There are four kinds of risks according to Druker:

- the risk one must accept
- the risk one can afford to take
- the risk one cannot afford to take
- the risk one cannot afford not to take

G. PRACTICE

To quote a familiar saying, "Practice makes perfect." Decision-making is no exception. Although perfection may never be achieved, practice can help the individual develop his or her decision making skills.

We all make a large number of decisions each day, which may range from very trivial to very major. In every case, the skills of decision-making can be put to use either consciously or unconsciously.

In the decision-making process, students should become aware of the steps which include:

1. Defining the Problem - What is the problem? Who's problem is it? Who is being affected?
2. Alternatives - have all possible alternatives been honestly considered?
3. Consequences - for each alternative, have all the possible consequences been honestly considered?
4. Cost-vs-Benefit - have all the consequences been honestly compared with each other?
5. Deciding - was the decision honestly made based on the steps 1-3?
6. Evaluation - what were the results of that decision?
7. Reconsider - should a new decision be made?
8. Steps 5 and 6 should be repeated when needed.

In school students can be given a wide variety of opportunities to discuss how these elements have been used in the past or actually putting them into use in other types of classroom activities.

H. CONCLUSION

Teachers can continually provide students with experiences which encourage them to incorporate the elements previously described into their own decision-making process. The process should be applied to a variety of different levels, ranging from major to minor decisions. This ability to practice will assist the student when faced with decisions to make outside the classroom.

The environment within the classroom is critical to the effectiveness of a comprehensive alcohol education program. How students interact with each other and the teacher will determine to what extent they will benefit from the classroom activities. Discussions of feelings, values, decisions and self-concept are likely to touch on areas that are very important to each student. The teacher and students must always keep in mind that each person has the right to his/her feelings and values, and that in many instances, there may be no "right or wrong" answers. Each person also has the option to "pass", that is, to choose not to share his/her feelings with others. The teacher must be especially careful about how he or she responds to students' comments and questions. If students feel that the teacher or other students will put them down for what they feel or believe, then they will seldom express their feelings and beliefs, thus missing an important part of the learning process.

Information, feelings, values, self-concept and decision-making must be dealt with repeatedly, beginning in most cases at the elementary levels. These five topics must also be considered in relation to each other. Each factor influences the others and the interrelationships must always be considered. As a result of the process of education, students should have a better understanding of the decisions they make and the factors which influence those decisions. That understanding should enable them to make more responsible decisions in the future.

IV. HISTORY

A. THE BEGINNING

There are many stories about how alcohol was first discovered by man. No one really knows when the discovery was actually made. We do know, however, that alcohol existed on earth long before people were here to decide whether to use it or not. Alcohol can form naturally. All it takes is sugar, water, and yeast. These ingredients were available on earth over two hundred million years ago.

The use of alcoholic beverages by humans has been recorded from as early as the Neolithic period, which began at least ten thousand years ago. Scientists speculate that someone left an unused portion of wild berry juice or mash in an uncovered bowl and went hunting. Meanwhile, yeast fell from the air into the juice and acted on the natural sugar to form alcohol. The berry juice fermented into wine. When the hunters returned, and tasted this bowl of juice-turned-wine, they experienced the first intake of alcohol in the history of the human race.

The point of this story is simply that, as far as we can determine, alcohol has been with us for a long, long time. Fermentation is a simple and entirely natural process and was probably the earliest known method of producing alcohol.

B. EARLY CIVILIZATION

As civilization developed so did the making of various forms of alcoholic beverages. The making of the beverage alcohol held great significance in these early societies.

Fermented beverage, whether grape wine, palm wine, or one derived from whatever the land might furnish (cereals, grains, fruits, or flowers) was put to many uses, not the least of which was as a dietary adjuvant. In the struggle for survival, men learned from experience that these beverages had more than nutritional value. They made the water more potable, as well as safe; they were effective medicines; and they could be relied upon to ensure the tranquility essential to a state of well-being. The more intellectual and more cultural people used fermented dietary beverages with temperance and moderation, permitting themselves more liberal digressions only as prescribed by tradition and religious beliefs.

In the primitive polytheistic religions of early civilizations, wine played an important role--its use as well as its abuse being rigidly defined. Wine had universal acceptance in libations, some civilizations requiring natural wine, others a mixture with blood, while still others permitted the addition of spices and aromatic substances. In fact, so strong was the symbolism of wine that it retains its aura of romance and unfathomable mysticism to this day.

Aside from its role in religion, wine--or any other fermented beverage--was an element of significance on all festive occasions: at banquets and at birth, marriage, and death celebrations. On these occasions, too,

its use was carefully prescribed. In the symposium, the consumption of wine was defined by a tradition which required strict adherence. On certain occasions, especially in the religious festivals and often in celebration of a military victory, wine was used to the point of excess.

Another important use of fermented beverages was in medicine--mainly for its intrinsic values as a diuretic, a tonic, or as a sedative, and often as an agent to carry other medicinal substances. It was the only reliable medicinal menstruum available to the ancients, and in this guise it has persisted to this day, at times with stealth, unfortunately. Wine was also used to seal agreements and as a form of currency for paying for goods and services.

Primitive man, there can be no doubt, drank hard, but the time, the place, and the manner of his drinking seem always to have been rigidly determined by custom. In almost every instance individuals did not drink alone.

The casual use of alcohol, like the individual inebriate, is a product of civilization. Drinking places, or taverns, began to appear as early as the Mesopotamian civilization. As this casual drinking increased, so did the concern about drinking behavior. Records indicate that Mesopotamia had regulations for the operation of the taverns. There were also formalized ways of dealing with intoxication.

Various forms of control were tried in these early civilizations when it became evident that some people would drink to excess outside of the accepted times and places. Most controls, however, still fell into the realm of moral or social sanctions. Temperance was the main theme. At this point in history, it should be noted that temperance meant moderation, rather than abstinence. China recognized very early that to prohibit the use of alcohol or to secure total abstinence from the use of it was, ". . . beyond the power of even sages."

C. CHANGING PATTERNS

As civilization became larger and more complex, alcohol consumption patterns began to change. One of these changes was more freedom from the rigors of work. Rome was an advanced civilization which provided an environment of relative leisure, orgy, and extravagance. Wine was still used in festivals, religious rites, and for medicinal purposes, but excessive use and use for pure personal satisfaction became the rule rather than the exception.

Another change occurred as a result of advanced technology. As scientists and medical researchers explored new ways to cure human ills, it was only inevitable that new ways would be found to "improve" wine. Although distillation was probably discovered in Western Europe by this method around A.D. 800, it may have existed centuries earlier among Arabs and Chinese. It was around the end of the thirteenth century that the liquor resulting from distillation really gained a new level of importance. Arnaldus de Villanova, a professor of medicine at the University of Montpellier refined the process of distillation and proclaimed his discovery (aqua vitae) as the savior of mankind. "It was the philosopher's stone, the universal panacea, the key to everlasting life."

It became a matter of time before other forms of hard liquor would be discovered. As man learned more about the world around him, he also learned more about making alcohol. Distillation brought in many delectable "liqueurs" which were flavored by the fermented fruit juices from which they were obtained. At the monasteries, many such liqueurs were developed with intricate combinations of health-giving herbs, in a further effort to obtain desired medicinal effect.

D. COLONIAL AMERICA

The history of the use of distilled liquor in the United States begins at the very first colonization of the continent of North America. Most authorities agree that none of the Indians north of Mexico knew distilled alcoholic drinks prior to the arrival of Europeans in the 16th and 17th century. The Puritans who settled the Massachusetts Bay Colony brought with them attitudes and beliefs from the old country and did not prohibit drinking but punished severely, with 'dunking' or flogging, citizens who were found to be inebriated, particularly on the Sabbath.

Early explorers and traders commonly offered alcohol to Indians and Eskimos as a sign of friendship. However, as competition for furs increased, the more unscrupulous traders found that the desire for alcohol led some Indians to give up their most valuable possessions in exchange for drinks.

By 1800, alcoholic beverages had become a basic part of the economy of the United States. In 1794, the individuals who owned the distilleries led a revolt in western Pennsylvania (known as the Whiskey Rebellion) when the government, during the second administration of George Washington, attempted to place a federal excise tax on whiskey produced for sale.



Another important aspect of alcohol production in the United States was its link with the slave trade. Before the Revolution, New England merchants bought sugar from the French sugar-producing islands in the West Indies. They converted the sugar to rum by distillation and used the rum to trade for slaves on the African coast. The slaves were then imported

to the United States at a good profit. This became New England's largest and most profitable industry. This lucrative 'triangular trade' was ended when the British imposed the Sugar Act, which forced the colonial merchants to trade at less profit with the British West Indies sugar growers.

E. TEMPERANCE MOVEMENT

Along with the acceptance of alcoholic beverages as a household item and a commodity in the national economy came a growing suspicion that alcohol, particularly in the stronger distilled forms, rum and whiskey, was involved in some social, health, and moral problems. As had occurred in earlier civilizations, temperance groups were formed to convince people to be moderate in their use of alcohol. The early groups were generally religiously affiliated and were dedicated to the thesis that any abuse of the body was sinful. They did not try to eliminate the use of alcohol, only the excessive use of this substance.

In the 18th and 19th century, several Indian leaders advocated for all Indians, a return to the old ways, including total abstention from alcohol. Other temperance groups began to require pledges asking people to refrain from the use of all alcoholic beverages, including wine and beer. This change led to a problem of the interpretation of the religious implications of alcohol over which some groups have been divided ever since. Some sects taught that any use of alcohol is wrong; others taught that alcoholic beverages are from the fruits of nature and therefore basically good and that it was the abuse, not the use, of alcohol which was evil.

One possible outcome of this movement came in 1832, when Congress passed the first general statutory prohibition on liquor traffic based on the constitutional authority of Congress to regulate commerce with the Indian tribes. The law, expanded over the years, covered sale, gift, transportation, and possession of liquor on reservations or sometimes adjoining Indian land, without regard to state boundaries.

Between 1874 and 1920 the country experienced a tremendous growth in the temperance (by now, the prohibition) movement. It was during this period that the physiological effects of alcohol were being questioned. Many kinds of experiments were conducted throughout the civilized world to discover the properties of alcohol. These findings gave further impetus to the temperance or prohibition movement whose original emphasis had been essentially religious. A possible outcome of this movement came between 1882 and 1902, when all the states of the Union passed statutes which required education about alcohol and its effects to be taught in the schools.

F. PROHIBITION

The culmination of the temperance movement was the drive toward legal prohibition. In 1874, the Women's Christian Temperance Union was founded in Cleveland, Ohio, and, under the leadership of Mary H. Hut and Frances L. Willard, worked for many years for complete prohibition. Between 1874 and 1919, 33 states adopted prohibition of some kind. On January 16, 1920, the 18th Amendment to the Constitution was declared law, and 177,000 saloons, 1,247 breweries, and 507 distilleries in the United States were closed.



To a very considerable extent the Eighteenth Amendment was a wartime legacy. It was submitted early in the war when the expansion of national powers was at its peak. It was regarded by many who voted for it as a war measure necessary for the saving of food and manpower. It was ratified hastily by the legislatures of three-fourths of the states under the pressure of wartime psychology, which tended to identify prohibition

and patriotism, and without opportunity in any instance for a popular referendum on the subject. Furthermore, the amendment, while forbidding the manufacture, sale, and transportation of intoxicating beverages, conspicuously failed to brand their purchase or use as illegal. Full ratification was achieved by January, 1919, but as a concession to the liquor interest, the amendment delayed the actual inauguration of prohibition for one year. Congress and the several states were given concurrent responsibility for enforcement, by the Volstead Act of 1919. The states particularly in the "wetter" areas left to the national government the principal task of enforcement.

By the time Harding became President, prohibition had been the law of the land for over a year, and the difficulties it entailed were painfully apparent. People who wished to drink had no notion of being deprived of their liquor. It became the smart thing to drink, and many who had been temperate in their habits before were now moved to imbibe freely as a protest against the legal invasion of their 'personal liberty.' Statistics as to the effect of prohibition on liquor consumption and drunkenness were manufactured freely by both wets and dries. These statistics were almost entirely worthless, however, since they had little impact on either sides' thinking. All that is certain is that the demand for liquor still existed and private enterprise, although in this instance working outside the law, showed great efficiency in meeting the consumer's demand. The sources of supply included liquor manufactured for medicinal purposes, importations brought in by rumrunners, revitalized near beer, more or less renovated industrial alcohol, unfermented grape juice that had somehow gathered potency, and the produce of innumerable stills and breweries. Bootleggers, already experienced in their business thanks to prohibition laws in some twenty-six states, got the liquor around. Inevitably the enormous profits from this illicit trade led to fierce competition, in which the richer and more ruthless operators triumphed. Bootlegging became big business, and the survival of the fittest left a few successful entrepreneurs, surrounded by their private armies in complete control.

Even before the Eighteenth amendment went into effect, antiprohibition forces began to form. By the late 1920's the Association Against the Prohibition Amendment, The Moderation League, and other antiprohibition societies appeared. State referendums and Literary Digest polls revealed that these opposition organizations were at least reflecting, if not actually creating, a steadily growing sentiment for repeal of the 18th Amendment.

As President, Hoover had to face up to the pledges he had made during the 1928 campaign. One of them, stated in his acceptance speech, had called for a 'searching investigation' of the prohibition situation, both as to 'fact and cause.' The eleven-member Commission on Law Enforcement and Observance, which he appointed late in May, 1929, left few aspects of the subject unstudied. In its final report, submitted January 20, 1931, the Commission branded prohibition enforcement as a failure, noted the increase in corruption that had accompanied it, deplored its undermining of law enforcement generally, and regarded with alarm its demoralizing effect on the federal judicial system. Two commissioners favored immediate repeal, and seven favored revision with the ultimate goal of national and state controls. The report, whatever its authors meant to recommend, revealed fully the existing discontent with prohibition and the need for decisive action.

Just as the Eighteenth Amendment was the child of the First World War, so its repeal was the child of the Great Depression.

In prosperous times the voters could tolerate the inefficiency of prohibition, make jokes about it, and let it ride. But with the advent of depression its every fault was magnified, and the best jokes turned stale. Hoover did what he could to enforce prohibition. He reorganized and enlarged the Prohibition Bureau, transferred it to the Department of Justice, and placed its personnel under civil service. But federal enforcement without state and local support was still a failure. In those localities, mostly rural, where public sentiment favored the law and supported enforcement, it was enforced; elsewhere it was the same old false pretense as under Harding and Coolidge. Eventually Hoover, who hated the saloon and deplored intemperance as much as anyone, made up his mind that the Eighteenth Amendment would have to go.



Both political parties took anti-prohibition stands in the 1932 presidential election campaign. Roosevelt spoke out strongly against it. Hoover's reluctance in making his decision may have cost him dearly. Roosevelt swept into office in a landslide. The National Prohibition party polled only a few thousand votes. In February, 1933, shortly after the Democrats took control of Congress, a resolution proposing repeal of the Eighteenth Amendment was passed. By December 5 of the same year, 36 states had ratified the Twenty-First Amendment and Prohibition was ended.

G. ALCOHOL USE IN THE UNITED STATES TODAY

After prohibition it became necessary for the states to set up administrative machinery to control the manufacture, sale, and distribution of alcoholic beverages. Twenty-nine states have developed a process for open licensing. This means that the state issues licenses to private firms who sell alcoholic beverages. Seventeen states, including Washington, are classified as monopoly systems because they buy and sell liquor through their own stores.

Another form of control being used by all states is taxation. The original intent was to make liquor expensive enough to keep consumption down. There seems to be some indication that taxation has become such a lucrative source of government revenue that consumption is actually being encouraged so that revenue will not decline.

Our heritage of customs and traditions from civilizations past has made it difficult for governmental agencies to control alcohol use regardless of the methods used. Today, because alcohol is our most socially acceptable drug, people tend to forget that it is also our most widely abused drug, ranking far ahead of marijuana as one of this country's major social problems.

It has been estimated that there are approximately ten million alcoholics in this country. There are numerous costs associated with alcoholism and problem drinking in this country. Some examples are:

- 25 billion dollars spent for medical expenses, accidents, lost working days, wrecked lives and broken families
- 50 per cent of the fatalities in auto accidents are alcohol related
- 25 per cent of the falls, burns, and other accidents that occur in the home and in hunting, boating, swimming, private flying, and skiing accidents are caused by use of alcohol.

Read the chapters: "Effects of Alcohol" and "Alcoholism" for further information on the costs of problem drinking and alcoholism.

V. INDUSTRY

I. MANUFACTURE OF ALCOHOL

A. Types of Alcohol

The alcohol used in beverages is termed grain alcohol, or ethyl alcohol, the latter being its chemical term. There are several other kinds of alcohol. The most common is termed wood alcohol, its chemical name being methyl. It is obtained by heating wood in a closed container. The resultant vapor is condensed into a liquid, hence the name wood alcohol. It is highly poisonous. When used as a beverage, death or blindness may result.

There is also denatured alcohol. This is a term applied to ethyl alcohol which for industrial purposes has had added to it methyl alcohol, benzine or other substances. These materials render the alcohol unsuitable for beverage purposes but do not interfere with its use in industry.

Ethyl alcohol has very wide and valuable utilizations in industry. Some of these uses are: as a solvent and in drugs, flavoring extracts, perfumes, hair tonics, shaving lotions and various cosmetics. It is a source material from which plastics and certain synthetics come.

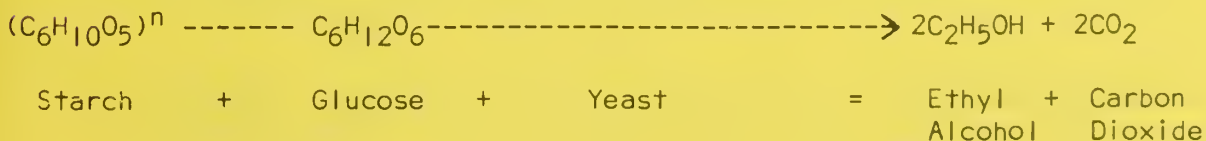
It is also a source from which are produced chloroform, ether, ethylene and vinegar. It is used in the preparation of soaps, dyes, imitation leather, explosives, celluloid and photographic film. On account of its low freezing point, it is used as an anti-freeze in automobiles.

Being highly inflammable and combustible as a vapor it is valuable for heat and light and may be used instead of gasoline, though methyl alcohol being less explosive, is generally used for these purposes.

B. Production Methods

Ethyl alcohol is commercially produced by the fermentation process using such microorganisms as yeasts and bacteria. The fermentation of starch and sugar with yeast gives ethyl alcohol and carbon dioxide as follows in a simple equation:

Fermentation



Most of the ethyl alcohol produced commercially by fermentation is made from the 'blackstrap molasses' that remains as a residue at the sugar refineries after the crystallizable cane sugar has been removed from the cane sap.

There are two kinds of alcoholic beverages produced initially by fermentations: (1) nondistilled beverages and (2) distilled beverages.

1. Nondistilled beverages - this category includes wines, beer, ale, hard cider, etc. The concentration of alcohol in wine ranges from 10 to 22 per cent by volume, being between 12 and 14 per cent in most wines. Wines are fermented fruit juices. Usually, dry wines have only slight traces of sugar left in them following fermentation. Sweet wine (or "pop" wine) contains from 2 to 15 per cent sugar added after fermentation is complete. Higher concentrations of alcohol in wine (called fortified wines) are secured by adding brandy or wine spirits at the time of commercial bottling. Sparkling wines, such as champagne, contain greater quantities of carbon dioxide. They are dry and contain about 12 per cent alcohol.

American-made beer usually contains from 4 to 5 per cent of alcohol by volume, and from 3.2 to 4 per cent by weight. Ale, like beer, is a malted beverage and contains from 6 to 8 per cent alcohol by volume. Both beer and ale are produced by yeast fermentation of prepared 'wort' from the flour of small grains like wheat and barley. Thus, the term 'grain alcohol' came into use.

Hard cider or apple wine is produced by the yeast fermentation of sweet apple juice. Most apple wines contain from 5 to 10 per cent alcohol by volume.

2. Distilled beverages - a class of beverage 'spirits' that include whiskey, brandy, rum, gin, vodka, etc.

Whiskey is made from the liquid portion of the fermentation tank, called 'distiller's beer.' This liquid is distilled in a simple still to produce raw whiskey. Most raw whiskeys are made from cereal grains and when properly distilled yield from 60 to 80 per cent alcohol by volume. Raw whiskey is then aged in barrels to improve the flavor and then bottled. The "proof" designation on the label indicates the alcohol content (e.g. 80 proof = 40% alcohol by volume).

Brandy, or cognac of French derivation, is made by distilling wine. It contains from 40 to 50 per cent alcohol by volume. Brandy is aged in wooden casks like whiskey and has some traces of methyl (wood) alcohol in it.

Rum is a beverage distilled from molasses derived from sugar cane. It usually contains higher levels of alcohol than whiskey.

Gin is made from neutral spirits (ethyl alcohol) and water. Juniper berries and orange peel are added to the mixture for flavor. The mixture is either distilled or simply strained. Gin is usually 80 to 100 proof.

Vodka, like gin, is a mixture of neutral spirits (ethyl alcohol) and water. Much of the commercial source is 100 proof.

It is important to note that when used in the usual manner, the volume of alcohol in one drink is equal for distilled and non-distilled beverages.

<u>Beverage</u>	<u>Average Drink</u>	<u>Pure Alcohol</u>
Distilled spirits:		
Whiskey	Mixed drinks	1/2 ounce
Brandy & Liqueurs		
Rum		
Gin		
Vodka		
Nondistilled beverages:		
Wine (including "pop" wines)	one 3-1/2 ounce glass	1/2 ounce
Beer	12 ounce bottle	1/2 ounce

II. USES OF ETHYL ALCOHOL

The alcohol of greatest concern in our lives, socially, psychologically and physically is ethyl alcohol. Ethyl alcohol is and has been used for a variety of reasons in our society: Religious, medicinal, culinary, social and celebration. A brief discussion of each is included below:

1. Religious - many religious groups use alcohol, usually wine, during ceremonies and special occasions and do not discourage the responsible use of alcohol by their members. Among these groups are Catholics, Episcopalians, Lutherans, some Presbyterians, and Congregationalists. At the same time other religious groups prohibit the use of alcohol by their members, e.g. the Mormons, most Baptists, the Methodists, the Seventh Day Adventists, and the Jehovah's Witnesses. When discussing the use of alcohol one should be aware of religious differences and take time to discuss them.

2. Medicinal - in the past, alcohol has been used for a variety of medical problems. Most of these uses have been discontinued in lieu of better medical techniques, procedures, and medications. Today alcohol may be prescribed by a physician to aid in relaxation or circulation, but has very limited medical application.

3. Culinary - Various wines and liqueurs have been used for centuries in the preparation of many foods: e.g. beef burgundy, chicken cacciatore, creme de menthe over ice cream, rum balls, fruit cake, etc. Although these foods do contain ethyl alcohol, it is usually used in very small amounts for flavor and has little or no effect on people consuming the food.

4. Social - the reasons for drinking socially and the situations where social drinking takes place are too numerous to mention here. However, it is important when teaching about the uses of alcohol to differentiate between social use and abuse of the drug. In our society we generally accept the social drinker. As long as people

drink in a responsible manner, their drinking is considered appropriate. If the drinking is irresponsible, that is, injurious to the individual or society, it should be identified as problem drinking and discussed in that context.

5. Celebration - for many people in our society it is traditional to have a drink or to use alcohol on some occasions such as: weddings, graduations, holidays, new jobs, wakes, closing a business agreement, etc. It should be noted that this is only considered responsible drinking if the drinking is not excessive.

III. MARKETING ETHYL ALCOHOL

A. Competition and Advertising

As in all industries, producers and distributors in the alcoholic beverage industry vie with each other for the buyer's dollar. In addition to the usual marketing practice, competition operates within three limitations which are unique to the industry. Two of them apply to liquor advertising, which is stringently regulated by both government and by the industry itself. The third is in the area of price control.

From state to state and from community to community there are wide variations among the governmental restrictions on advertising alcoholic beverages. Frequently prohibited are advertisements containing scenes of drinking and athletic events. Billboard advertising, window displays, and prize contests are not allowed in some localities. However, within local, state, and federal regulations, the alcoholic beverage industry spends about 4.5 per cent of its total income on advertising.

In accordance with controls imposed on members by the industry itself, distilled liquors are not advertised on radio or television. Beer and wine, however, do use these media. Perhaps as a carryover from the prohibition era, the alcohol industry is watchful of its advertising, because it aims to create and maintain a favorable public image.

The same techniques of persuasion are used for alcohol ads as for other products. Many of these common techniques are explained below:

1. Testimonial. An important person may testify that he/she has used a product. The buyer thinks, "If that person uses it, it must be good." The person may actually know nothing about the quality of the product.

2. Appeal to the senses. Pictures or sounds are used to appeal to the senses. The buyer begins to 'taste' and is motivated to buy.

3. Transfer. A good-looking, sociable, sexy or well-dressed man or woman may sell the product. The buyer associates the product with someone good-looking or admirable and imagines that by using the product he/she will become like that person.

4. Bandwagon. Language may be used that suggests that 'everyone' or 'all the people' are doing it or using it. The buyer doesn't want to be left out, or does not want to appear 'out of it,' and so buys the product.

5. Plainfolks. An ad may show an average person recommending the product, so the average buyer identifies with that person, takes the advice, and buys the product.

6. Glittering generality. An ad may use words like 'best,' 'your first one's never your last one,' 'the only' and 'great.' The claims have no substantiation in fact, but because buyers are bombarded with words that have positive associations, they receive positive impressions of the product.

7. Appeal to romance or fantasy (similar to transfer). White knights, green giants, skilled super athletes may be featured in a commercial. Unreal features and powers are attributed to the product but the buyer associates these powers with the product anyway.

8. Humor. People tend to remember or at least have a positive association with an ad that makes them laugh; when they remember the ad, they think of buying the product.

9. Statistics. Buyers tend to be impressed by statistics. Ads may leave out contingencies or variables such as who conducted the study or what kind of people were polled.

10. Cardstacking. Ads may give one-sided portrayals of their products. Only the beneficial aspects are mentioned, not the weaknesses.

11. Fact vs. opinion. Statements that are opinions that can't be or haven't been proven carry weight and seem like facts if the buyer is convinced the speakers know what they are talking about.

12. Concern for the public good. Ads which claim concern about social or ecological problems.

VI. EFFECTS OF ALCOHOL

A. OVERVIEW

Current medical doctrines agree that whatever affects one organ may influence others, and that physical, mental, and emotional influences are interdependent. Any discussion of the physical effects of alcohol must, therefore, keep this interdependence in mind. The result being that the physical effects of the drug alcohol may be influenced by variables which are difficult to measure, at best. The atmosphere of a cocktail party, or that of skidroad, a mood of despair or of elation, may well influence alcohol's effects on the individual. With these important considerations, this chapter presents information about the effects of alcohol on the body's activities.

Any food or drug (and alcohol is both) taken into the digestive system is immersed in powerful chemicals and is tossed about by the muscular contractions of the stomach and intestines. Most foods, as a result of this process, are reduced to forms simple enough in molecular and chemical structure to be absorbed and used by the cells. Alcohol is one of the few foods that is already simple enough to be absorbed at once. Its molecules are small enough and its chemical pattern simple enough to be used for fuel almost immediately after swallowing.

The way alcohol is used and disposed of, its metabolism, consists of four phases:

1. Absorption, which takes place in the stomach and small intestine, where alcohol enters the bloodstream.
2. Distribution, in which alcohol travels in the blood to each organ, tissue, and cell. By simple diffusion alcohol leaves the bloodstream and enters the cells.
3. Oxidation, in which the chemical structure of alcohol is remodeled to release heat and energy. The heat and energy, or calories, resulting from the oxidation of alcohol are used by the body cells. Whereas most foods may be metabolized in any cell of the body, alcohol is metabolized chiefly in the cells of the liver.
4. Elimination, during which a small quantity (2 to 5 per cent) of the alcohol escapes unused via the breath, urine, or sweat glands.

Two of the phases of alcohol metabolism, absorption and oxidation, will be discussed more fully below because they are pertinent to the problems arising from misuse of alcohol. Ill effects from alcohol result when its oxidation lags far behind its absorption.

B. ABSORPTION

Absorption is the process whereby the tiniest of blood vessels, the capillaries, in the walls of the stomach and small intestines pick up alcohol very soon after it is swallowed and transport it throughout the body. Within a few moments after a sip or two is taken, some of

it is detectable in the blood. Once it enters the bloodstream, the alcohol begins to affect the various organs including the brain. It is during the time lag between intake and use, or between absorption and oxidation, that alcohol's effects are experienced. There are numerous influences which may hasten or deter the absorption rate.

On the physical side, how fast people drink, their weight, whether they have recently eaten, their drinking history, body chemistry, and the type of beverage and mixer used are all influential. On the psychological side, the drinking situation, the drinkers' moods and attitudes, and their previous experience with alcohol are all contributing factors.

1. Speed of drinking. The more rapidly an alcoholic beverage is ingested, the higher will be the peak blood-alcohol concentrations. Thus, these levels are lower when the beverage is "nursed" or taken in divided amounts than when it is gulped or taken in a single dose.
2. Body weight. The greater the weight of the body muscle of an individual, the lower will be his/her blood-alcohol concentration resulting from a given amount of alcohol. For example, the blood-alcohol level produced in a 180-pound person drinking four ounces of distilled spirits will usually be substantially lower than that of a 130-pound person drinking the same amount in the same length of time--and the larger person will usually show fewer effects.
3. Presence of food in the stomach. Eating while drinking notably retards the absorption of alcohol, especially when alcohol is consumed in the form of distilled spirits or wine. When alcoholic beverages are taken along with a substantial meal, peak blood-alcohol concentrations may be reduced by as much as 50 per cent.
4. Drinking history and body chemistry. Each individual has a personal pattern of physiological functioning which may affect his/her reactions to alcohol. For example, under a number of conditions the stomach empties more rapidly than is normal, and alcohol seems to be absorbed more quickly. Emptying time may be either slowed or speeded by anger, fear, stress, nausea, and the condition of the stomach tissues. In individuals with a long history of drinking, tolerance to alcohol develops, so that an increased dosage must be used to give effects similar to those obtained with the original dose. Thus, a person with extensive drinking problems is likely to require far more alcohol to get "high" than an inexperienced drinker. In individuals with serious drinking problems, the curve of tolerance is reversed, and again they are responsive to relatively small amounts of alcohol.
5. Type of beverage. In all the major alcoholic beverages--beer, wines, cocktail or dessert wines, liqueurs or cordials, and distilled spirits--the chief ingredient is identical: ethyl alcohol. In addition, these beverages contain a variety of other chemical constituents. Some come from the original grains, grapes, and

other fruits. Others are produced during the chemical process of fermentation or during distillation or storage. Still others may be added as flavoring or coloring. These nonalcoholic "congeners" contribute in their own right to the effects of certain beverages, either directly affecting the body, or affecting the rates at which alcohol is absorbed into the blood and is oxidized in the tissues.

Beers, wines, and distilled spirits may vary markedly in the rate at which the alcohol they contain is absorbed into the blood. In general, the higher the concentration of the alcohol, the more rapid is its absorption, and the higher the concentration of "congeners," the slower is its absorption. The net result is that beer and wine have slower effects than when the same amount of alcohol is consumed in the form of liquor. However, any two drinks which contain the same amount of alcohol will eventually have the same effects. Diluting an alcoholic beverage with another liquid, such as water, also helps to slow down absorption, but mixing with carbonated beverages may increase the absorption rate.

C. OXIDATION

The speed of alcohol absorption generally affects the rate at which one becomes intoxicated: conversely, the speed of alcohol oxidation affects the rate at which one becomes sober again. Once absorbed into the bloodstream and distributed throughout the body, alcohol undergoes metabolic or oxidative changes. A major part of these processes occurs in the liver. Alcohol is changed first into acetaldehyde, a highly irritating, toxic chemical; however, this substance rarely accumulates, since it is changed quickly into acetate. Acetate (the same as that produced as an intermediate in sugar metabolism) is transformed into a variety of other compounds, and eventually is changed completely into carbon dioxide and water. The total metabolic process yields about seven calories of energy for each gram of alcohol. Almost all of the ingested alcohol is metabolized by the liver; however, from 2 to 5 per cent is excreted, chemically unchanged, mostly in urine, breath, and sweat.

1. The Rate of Oxidation may have a small influence on behavioral tolerance to alcohol, but there are no significant differences in the ability to oxidize alcohol between the alcoholic person and the nonalcoholic. Normal drinkers can metabolize on the average approximately 7 grams per hour of pure alcohol; 8 grams in the form of whiskey and 9 grams in the form of beer. As a general rule, it will take as many hours as the number of drinks consumed to sober up completely.

Considerable effort has been devoted to a search for some method which could effectively speed the rate of alcohol metabolism, and thus provide rapid sobriety. Recent interest has been shown in administering fructose, a fruit sugar; however, neither this nor any other agent has yet been found to make any clinically significant difference in the rate of alcohol metabolism. The ideas of exercise, fresh air, cold showers, hot baths, shock or black coffee are still tried and may cause a person to feel more wide awake, but the fact remains that they have no effect on the oxidation rate. All one can do is wait, and let the liver do its work.

D. HANGOVER

A familiar aftereffect of overindulgence is the hangover--the morning-after misery of fatigue combined with nausea, upset stomach, anxiety, and headache. The hangover is common and unpleasant, but rarely dangerous. It affects the moderate drinker who occasionally drinks too much, as well as the excessive drinker after prolonged drinking. The exact mechanism is unknown. Symptoms are usually most severe many hours after the peak of drinking, when little or no alcohol can be detected in the body. Although the hangover has been blamed on mixing drinks, it can be produced by any alcoholic beverage alone, or by pure alcohol. There is inadequate evidence to support beliefs that it is caused by vitamin deficiencies, dehydration, fusel oils (nonalcoholic components of alcoholic beverages which are relatively toxic, but present in clinically insignificant amounts), or any other nonalcoholic components.

No satisfactory specific treatment for hangover is known. There is no scientific evidence to support the curative claims of popular remedies such as coffee, raw egg, oysters, chili peppers, steak sauce, "alkalizers," vitamin preparations, "the hair of the dog," or such drugs as barbiturates, amphetamines or insulin. Doctors usually prescribe aspirin, bed rest, and solid food as soon as possible. Hangovers can be prevented by drinking slowly, with food in the stomach, under relaxed social circumstances, in quantities limited enough to avoid intoxication.

E. SHORT-TERM EFFECTS

Alcohol is a drug, every bit as active physiologically as many of the so-called "drugs" that are usually ingested as pills. Its primary effects are in the central nervous system although the whole body is affected.

Alcohol is often thought of as a stimulant, because it appears to make people more lively and uninhibited. Indeed, in very low concentrations, it does stimulate cellular activity in most organisms, from the simplest bacteria to the most complex mammals. And, in smaller quantities, alcoholic beverages slightly increase the heart rate, slightly dilate blood vessels in arms, legs, and skin, moderately lower blood pressure, stimulate appetite, increase production of gastric secretion, and markedly stimulate urine output. But as with most other biologically active chemicals, the general physiological effects of alcohol depend on the amount or concentration in the specific cells, tissues, or organs affected. In higher concentrations it can depress function, seriously injure or even kill cells.

Alcohol is technically considered to be a depressant, since it primarily depresses functions of the central nervous system. The reactions are related not necessarily to the amount of alcohol drunk, but to its concentration in the blood. When blood-alcohol levels are low, their effect is usually mild sedation, relaxation, or tranquility. Slightly higher levels, at least in some people, may produce behavioral changes which seem to suggest stimulation of the brain; they become talkative, aggressive, and excessively active. However, these changes are thought

to result from depression of the most highly developed brain centers which normally inhibit or restrain such behavior. At still higher levels, great depression of lower parts of the brain occurs, producing lack of coordination, confusion, disorientation, stupor, anesthesia, coma, or death. (See brain diagram on Page 43.)

F. LONG-TERM EFFECTS

Drinking alcohol in moderation apparently does the body little permanent harm. But when taken in large doses, over long periods of time, alcohol can prove disastrous, impairing both the quality and length of life. Structural damage to several major organs, such as the heart, brain, and liver may result.

1. Liver. The most common effect in the liver after alcohol intake, which may occur after intake of less than intoxicating amounts, is fatty liver--an accumulation of lipid or fat in varying portions of the liver cells. Fatty liver generally appears to have few functional effects and is reversible upon cessation of alcohol intake. However, recently a syndrome of sudden fatty-liver deaths has been described and it has been reported to be an important cause of sudden death in individuals between the ages of 25 and 44.

Alcoholic hepatitis is usually considered more serious than fatty liver. It involves an inflammation of the liver and alteration in the structure and function of its cells. These events, which by themselves are significant, are generally considered to be precursors of the subsequent and most serious phase of alcoholic liver disease, cirrhosis.

Although the continuity between chronic fatty liver, hepatitis and cirrhosis has long been suspected, the question of the progression of these injuries has never been resolved.

Cirrhosis of the liver is a major cause of incapacitating illness and premature death in alcoholic persons. During cirrhosis the tissues of the liver change in form. Eventually scarring occurs and the liver begins to harden. As this occurs, the liver loses its ability to carry out its functions necessary to human life. Mortality from cirrhosis has risen to the point that in some large urban areas cirrhosis represents the fourth largest cause of death between the ages of 25 and 45. Not all those affected with cirrhosis are alcoholic people, however, nor do all alcoholic persons develop cirrhosis. The exact relation between alcoholism and cirrhosis has thus remained something of a medical mystery and the subject of intense debate. In general, the concept has prevailed that excessive intake of alcohol by itself is not sufficient to produce cirrhosis and that other factors must play a key role.

Some investigators believe that the major factor in the causation of cirrhosis is dietary deficiency. It is important to note that a large proportion of alcoholics have serious vitamin and other nutritional deficiencies. Many scientists seem convinced that adequate nutrition provides an effective protection against cirrhosis. Some investigations, however, have shown that large amounts of alcohol may cause liver damage even in properly fed subjects.

2. Heart. Although the causes of various heart diseases are not yet fully understood, concern about the possible role of alcohol has been growing. However, there appear to be contradictory findings in two different phases of research on heart disease.

On the one hand, there is evidence that, unlike smoking or high blood pressure, alcohol is not a significant risk factor associated with heart attacks. Other studies of nonalcoholic populations have indicated that moderate alcohol use is actually associated with a lower risk of heart attack, raising the question whether small amounts of alcohol may play a slightly "protective" role against coronary heart disease.

On the other hand, recent clinical studies as well as experimental work on cardiomyopathy, a disease of the heart muscle rather than of the coronary blood vessels, have indicated that even moderate amounts of alcohol can stress tissue of the cardium, or the main heart muscle. Numerous medical reports have verified the occurrence of fatalities due to cardiomyopathy in alcoholic persons, even where malnutrition, which formerly was a main cause of heart disease in alcoholic persons, was not involved.

Such contrasting findings complicate preventive health care policies as well as physicians' advice to patients regarding alcohol use. However, the possibility of alcohol having both beneficial and harmful effects is not necessarily a contradiction. Cardiomyopathy and coronary disease are two distinct types of heart disease, involving different parts of the cardiovascular system.

3. Gastrointestinal Tract. The effects of alcohol on other parts of the gastrointestinal tract have not been as intensively studied as those on the liver, but sufficient knowledge is available to indicate that chronic heavy drinking has a variety of injurious effects on the gastrointestinal system.

When strong alcoholic beverages are taken the irritating effect may cause direct local injury. The possible sites of such injury are the mouth, the stomach, and the esophagus. An increased frequency of cancer of these parts of the digestive tract has been reported among alcoholic persons.

Ingestion of alcoholic beverages stimulates acid production in the stomach, delays emptying of the stomach, and may damage mucous lining.

Maladies of the small intestine are not often a medical complication in alcoholism, but occasionally they are troublesome. Inability to absorb various substances, fat and vitamin B₁₂ have been reported in alcoholic patients. The mechanism by which alcohol affects the small intestine is at present unknown. All the intestinal injuries associated with chronic alcohol abuse appear to be rapidly reversible.

Alcoholism is occasionally associated with pancreatitis and pancreatic insufficiency. Individuals with a long history of alcohol abuse show a diminished response to pancreatic stimulation. These abnormalities appear to be reversible when alcohol is discontinued, and may be the result of other gastrointestinal problems caused by drinking rather than alcohol itself.

4. Central Nervous System. Of all the physiological, metabolic and pharmacological effects of alcohol that have been discussed, the most common and most important is that alcohol causes intoxication. Incredible as it may seem, however, there is no generally accepted explanation of how alcohol induces intoxication. It has been commonly assumed that alcohol exerts its fundamental effect upon the brain by interacting in some as yet undefined way with the nerve cell membrane. The assumption that alcohol interacts perhaps in a nonspecific manner to impair function, forms the underlying premise of most theories of the actions of alcohol upon the brain during the present century. But, at present, no definitive answer as to the mechanism whereby ethanol induces drunkenness or sleep can be given with certainty.

Although how alcohol causes intoxication may not be known, its ability to damage the central nervous system has been well studied.

Heavy drinking over many years may result in serious mental disorders or permanent, irreversible damage to the brain or peripheral nervous system. Critical mental functions such as memory, judgment, and learning ability can deteriorate severely, and an individual's personality structure and reality orientation may disintegrate as well.

With serious brain damage in alcoholic persons, Korsakoff's syndrome may result. In this condition, patients cannot remember recent events, and compensate for their memory loss by making up fictitious events. In addition, these individuals often suffer from polyneuritis --an inflammation of the nerves that causes burning and prickly sensations in the hands and feet. Vitamin deficiency caused by excessive drinking and inadequate intake of nutritious foods appears to be the primary cause of this condition. Vitamin therapy is often used to treat the polyneuritis and memory deficit, although the effects are not always reversible.

Some studies indicate an increased rate of brain cell damage associated with moderate alcohol intake, while other studies indicate none. Because of the contradiction, this implication warrants further inquiry.

5. Cancer. Studies have implicated the excessive use of alcohol, especially when combined with smoking, in the development of certain cancers. Heavy smoking and heavy drinking seem to be particularly implicated in mouth, pharynx, and larynx cancer where heavy intake of both has not only an additive but apparently a potentiating effect in increasing risk. Cancer of the esophagus is also associated with heavy consumption of distilled spirits. Primary liver cell cancer is more often seen in persons with a history of chronic heavy alcohol consumption. Cancer of the pancreas may also be associated with alcoholism.
6. Alcohol and Nutrition. Malnutrition is commonly observed among alcoholic persons. In recent years this has been more true of those found on skid road, but it is by no means rare among those in better circumstances. One of the main reasons for this is the fact that alcohol itself represents an important source of calories. Each gram of alcohol provides 7.1 calories, which means that an average drink of 86 proof whiskey contains about 100 calories. Therefore, heavy drinkers need less food to fulfill their caloric needs. Since alcoholic

beverages do not contain significant amounts of protein, vitamins, minerals, and amino acids, they provide only "empty calories," and the intake of the vital elements of nutrition by a heavy drinker may readily become borderline or insufficient. Lack of money may also reduce the consumption of nutrient-rich food by the alcoholic person.

In addition, even in a person consuming a good diet, heavy alcohol intake can result in malnutrition by interfering with the normal processes of food digestion and absorption. As a consequence, there is inadequate digestion of the food actually consumed. Some of the side effects of gastritis also reduce appetite, thereby lessening food intake. Moreover, alcohol appears to affect the capacity of the intestine to absorb various nutrients, including vitamins and amino acids. In addition, malnutrition itself further reduces the capacity of the intestine to absorb nutrients.

A particularly dramatic complication of alcohol intoxication is low blood sugar (hypoglycemia) which, if unrecognized, may be responsible for some of the "unexplained" sudden deaths observed in acutely intoxicated alcoholic patients. This complication occurs in individuals whose liver glycogen stores are depleted by fasting or starvation, or in those who have pre-existing abnormalities of carbohydrate metabolism.

G. INTERACTION OF ALCOHOL AND OTHER DRUGS

In light of the current interest in drug abuse generally, and the particular emphasis being accorded the problems of alcohol as the most commonly abused drug, it is pertinent to consider the status of the inter-relationships of the use of alcohol in combination with other drugs. An interaction between alcohol and other drugs may contribute to fatal automobile accidents and accidental or suicidal deaths in individuals who have consumed barbiturates or tranquilizers while they were intoxicated. Indeed, more alcoholic persons die from intoxication by drugs other than alcohol than from alcohol intoxication itself. Moreover, both alcohol intoxication and alcoholism may affect the dosage requirements and safety limits of medically indicated drugs--for example, anesthetics in surgery and anticoagulants after heart attacks.

The interaction of alcohol and drugs appears paradoxical. While intoxicated, individuals are more sensitive to many drugs--for example, sedatives and tranquilizers; alcoholic persons when sober are unusually tolerant of many drugs. This is due to the fact that a single large dose of alcohol leads to the inhibition of the metabolism of other drugs, while prolonged heavy intake leads to accelerated drug metabolism.

On the behavioral level, many other drugs when used simultaneously with alcohol are capable of grossly distorting the usual responses expected from alcohol consumption alone. This is due to the combined effects exerted by alcohol and other drugs on the central nervous system.

The interactive result of taking alcohol and other drugs that also depress the central nervous system may be either additive or potentiative. An additive effect is experienced when a half-dose of one drug taken with a half-dose of another similarly acting drug produce the same effect as a full dose of either drug alone. A potentiative effect results when half-doses of two drugs taken together produce an exaggerated action that is stronger than the effect of a full dose of either drug taken separately. An example of potentiative effect is the combination of barbiturates and alcohol which produces a depressant effect on the central nervous system that is much greater than would occur from either of these drugs taken alone.

During the past several decades, hundreds of new drugs have been produced and introduced to the public. Many of these drugs are legally obtained only through medical prescriptions. Others are freely available on drug store, supermarket, and speciality-shop counters.

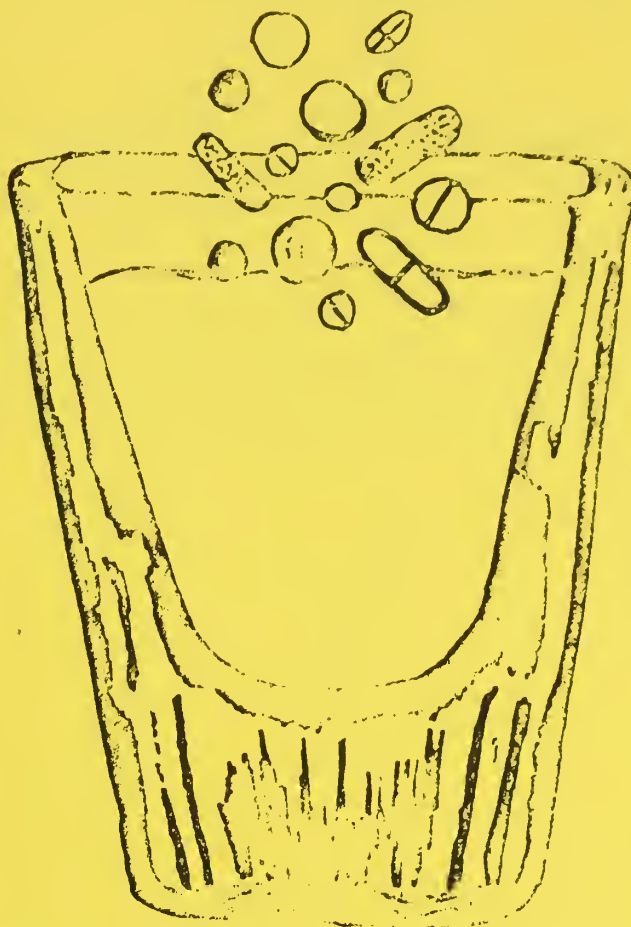
Many of these drugs when combined purposely or accidentally with alcohol produce unexpected and possibly harmful effects. For this reason, the use of any drug with alcohol should be carefully understood and any questions referred to a qualified pharmacist.

H. Fetal Alcohol Syndrome (FAS)

In the last several years, researchers have conducted a number of studies on infants born to women who drank heavily during pregnancy. The results are disturbing. A significant number of the infants studied were born with a definite pattern of physical, mental and behavioral abnormalities which researchers named the "fetal alcohol syndrome." The babies with this syndrome were shorter and lighter in weight than normal, and didn't "catch up" even after special care was provided. They also had abnormally small heads, several facial irregularities, joint and limb abnormalities, heart defects, and poor coordination. Most also were mentally retarded and showed a number of behavioral problems, including hyperactivity, extreme nervousness, and poor attention spans. Some of the infants were born with all the characteristics described above, while others showed only some features of the syndrome.

At present, we don't know exactly how much alcohol, consumed over what period of time, is needed to endanger the developing baby. But based on the research described above as well as on some recently conducted animal studies, it is believed that a pregnant woman clearly risks harm to her baby if she drinks three or more ounces of absolute alcohol per day. Three ounces of absolute alcohol are equivalent to six average-sized drinks.

However, we don't know as yet whether levels lower than six drinks per day during pregnancy can also harm the unborn baby. Until now, studies have been limited to the infants of mothers known to drink heavily. Research is currently underway on the effects of moderate drinking on the fetus, to determine whether there is a safe limit for alcohol use during pregnancy. Another unknown, also being investigated, is whether there is a critical period during pregnancy when heavy drinking is most likely to produce the fetal alcohol syndrome.

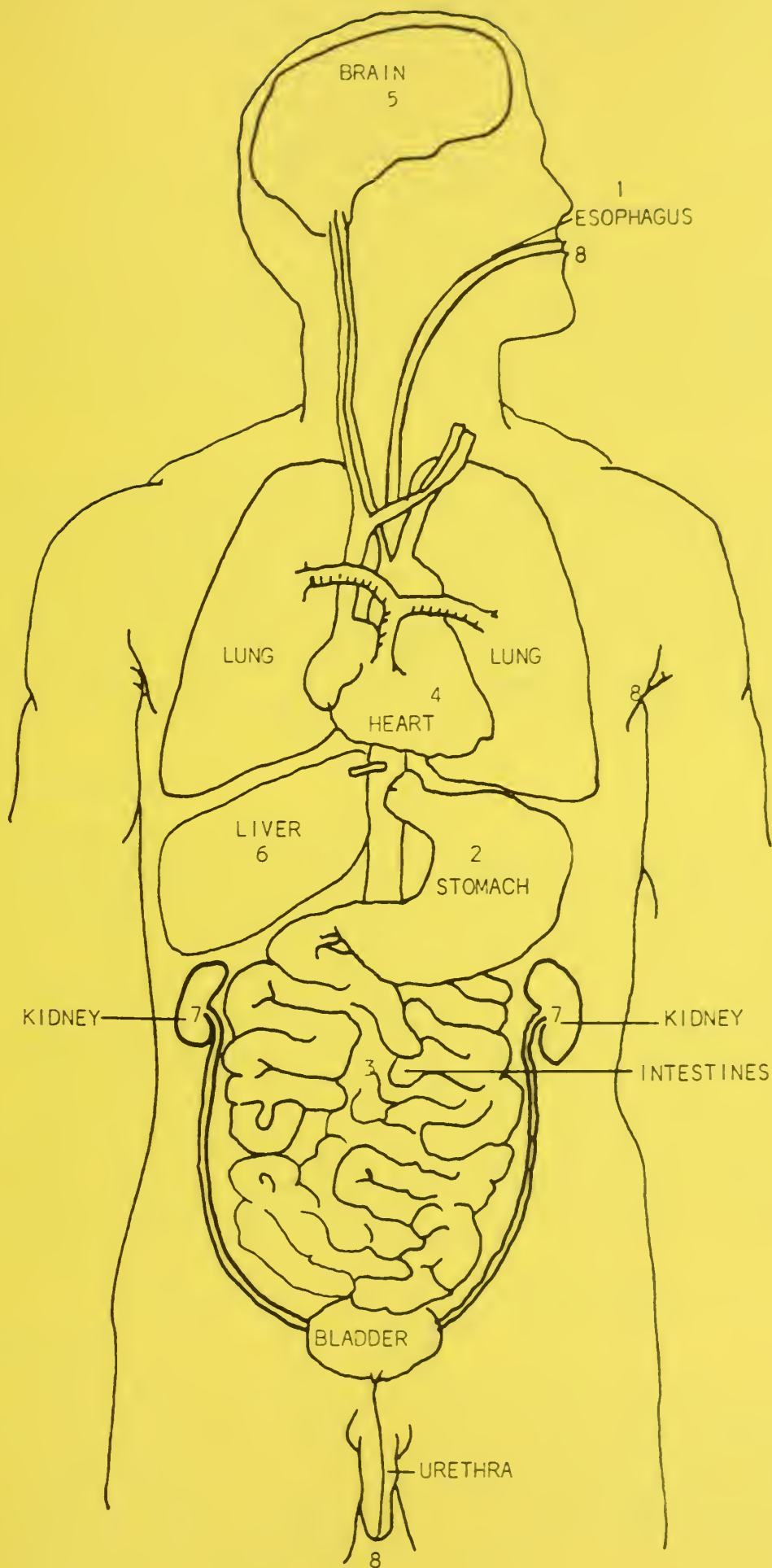


I. THE PATH OF ALCOHOL IN THE BODY

(Further explanation of each area is contained in the main body of this section.) The statement numbers are keyed to the diagram on the following page.

1. Alcohol is taken into the body through the mouth and travels to the stomach via the esophagus. Alcohol, in its initial state, is in a form which can be immediately used by the body.
2. In the stomach, the alcohol is subjected to a number of chemicals. Because it is already in its simplest form, these chemicals have little affect on the alcohol. Much of the alcohol is absorbed into the blood stream directly from the stomach.
3. The remaining alcohol travels to the small intestine where it is absorbed into the blood.
4. Once in the bloodstream, the alcohol travels to all parts of the body. It affects heart rate, blood pressure, appetite, gastric secretion, urine output, etc.
5. Alcohol also affects the brain causing a variety of reactions ranging from relaxation to unconsciousness and death.

6. In the liver, the chemical alcohol undergoes the process of oxidation, whereby it is eventually changed into carbon-dioxide, water, and a release of energy. These chemicals re-enter the bloodstream and move on to the kidneys.
7. The kidneys filter out the end products of the oxidation process, which are finally excreted out of the body.
8. About 95-98 per cent of the alcohol undergoes steps 1-7; however, the remaining 2-5 per cent escapes unchanged via sweat, the breath, and the urine.



II. BEHAVIORAL EFFECTS

A. OVERVIEW


Alcohol's effects on the brain and nerve cells, and in turn on human behavior, are similar to those of chloroform or ether. The intoxicating action of alcohol affects the brain first, since the brain is highly sensitive even to very low alcohol concentrations. The disturbances which result are shown in the activities of the organs controlled by the brain.

One characteristic of alcohol is, not all the nerve centers in the brain are affected by the same blood alcohol level. Some nerve centers are more resistant than others, and are not affected by low blood alcohol levels. For example, the nerve centers controlling the automatic processes such as breathing are the last to be affected. The first to be affected are the centers controlling the higher functions that have been learned; among these are the inhibitions and judgment. It is always important to remember that the degree to which people are affected is not always reflected in their behavior. Because people react differently to alcohol, outward behavior is not a good indicator of how much alcohol a person has consumed.

B. DEGREES OF IMPAIRMENT

As was stated earlier, the exact process by which alcohol causes intoxication is not clearly understood. However, it is commonly assumed that alcohol works to reduce or depress the functions of nerve cells in the brain. Although the process is not known, the results of that intoxication, which we see as drunkenness, are relatively predictable. Blood Alcohol Level (BAL) is a measure used to classify a person's degree of intoxication. It refers to the ratio of alcohol to blood in the body: e.g., a blood alcohol level of .10 per cent means that there is one part alcohol for every thousand parts of blood. The following blood alcohol levels are based on a 140 pound person who has consumed the alcohol over a short period of time (1-2 hours). Each drink is considered to contain 1 oz. of alcohol, the amount contained in 1 can of beer, 1 shot of whiskey, or 1 glass of wine. It should be clearly understood that these blood alcohol levels and behaviors are approximations, since there are at least 10 factors alone or in combination with other factors which may influence a person's response to alcohol: (See Section C)

Refer to brain diagram on page 43 for the following section:

One to Two Drinks - (.01 to .04 BAL) 

The first parts of the brain to be affected by alcohol are the outer layers of the cerebrum. The cerebrum contains the centers of association of the brain, e.g., judgment, reason and inhibitions. The depression of these centers begins to a mild degree, when the blood alcohol level reaches .01 to .04. At this stage, a person may become more relaxed and there may be a slight decrease in fine skills, but major changes in behavior are usually not observable at this point.

Three to Four Drinks - (.05 to .08 BAL)

As more alcohol enters the person's blood, its effects begin to reach deeper into the brain tissue, affecting the cerebrum. After three or four drinks, the blood alcohol level reaches .05 to .08 and begins to produce a feeling of relaxation as deeper areas are affected. At this point, some of the higher motor and sensory areas are also affected. This causes a decrease in fine skills and a reduction of the person's ability to respond and perform. People at this stage are likely to be more talkative, noisy, and moody, and to feel more alert and more capable than normal, when in actuality, there has been a reduction in their reaction time, judgment, and ability to respond to emergencies. Thus, as their actual ability to perform decreases, their confidence in that ability increases.

Five To Seven Drinks - (.09 to .15 BAL)

As the blood alcohol level approaches the .09 to .15 level, the effects of alcohol extend out of the cerebrum and into the cerebellum. This area of the brain is an essential link in coordinating sensory impulses and motor activity. Alcohol's effect here is to greatly impair the person's ability to respond to stimuli. The drinker's senses of hearing, speech, vision and balance are altered. Decreased sense of pain, staggered gait, and slurred speech may also be evident.

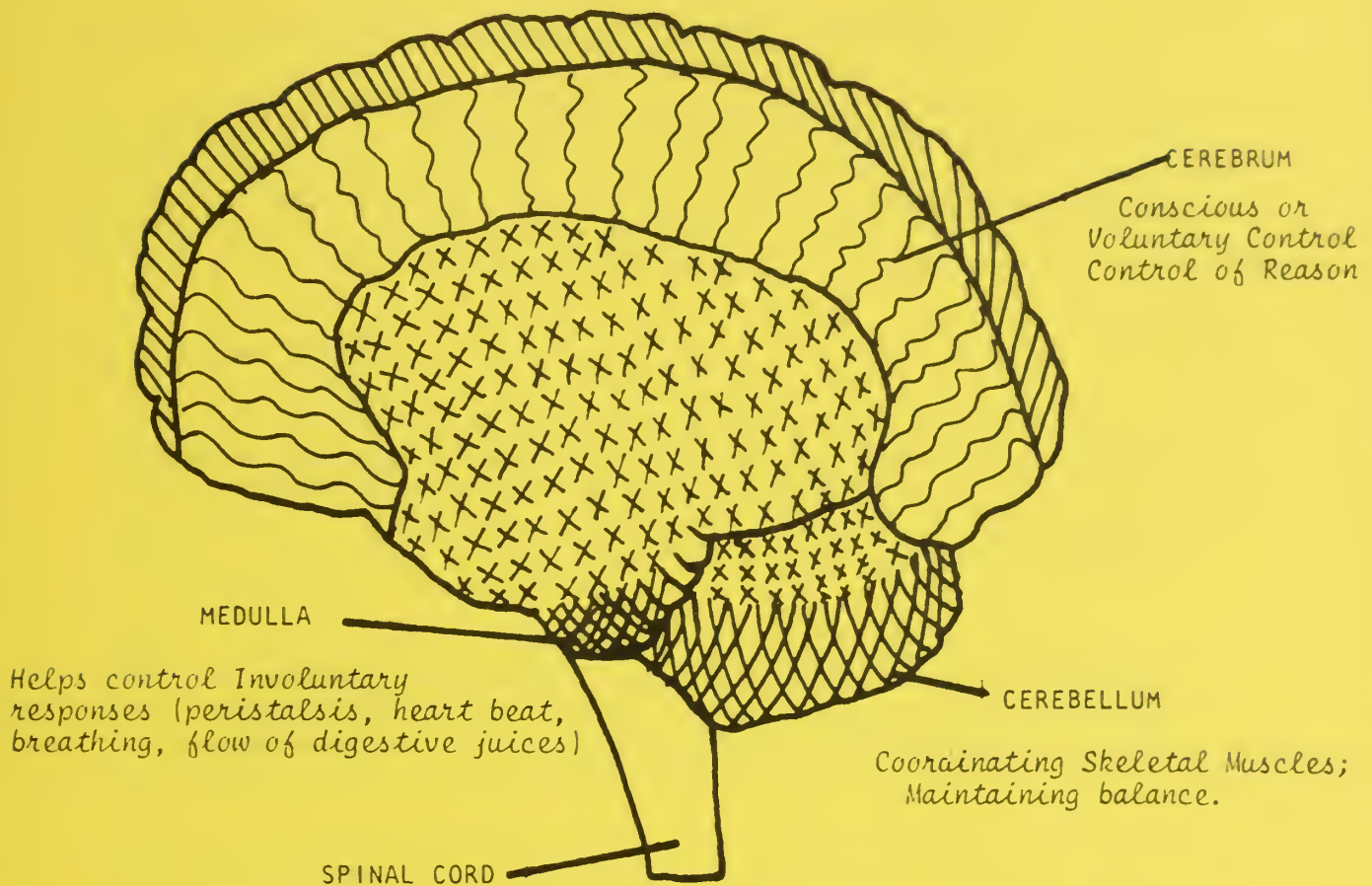
Eight to Twelve Drinks - (.16 to .30 BAL)

With eight to twelve drinks the blood alcohol level has reached the .16 to .30 level. The entire cerebellum, which controls perception and coordination, as well as portions of the medulla, which controls involuntary functions, may be affected. Reflexes are depressed, body temperature may decrease, and circulation is impaired. Unconsciousness may occur. At this point, gross intoxication of all physical and mental faculties is evident.

More Than Twelve Drinks - (.30 and Above BAL)

Fortunately, most people in this condition are not in a position to drink anymore. They are usually unconscious and will remain in a coma until the body has disposed of enough alcohol so that the nerve centers controlling consciousness may begin to function again. It is important to realize that drinkers in this condition are near the point of death and may die for one of two reasons if left unattended. One, if there is unabsorbed alcohol in the person's stomach, the absorption process will continue, even though the person is unconscious and can build up the alcohol level in the body to the point of .40 to .50, which is enough to stop the breathing process. A second reason for death while in coma is vomiting, which may cause the unconscious person to choke. For these reasons, a drinker in a coma should never be left unattended and medical help should be found.

BRAIN



Key For Brain Diagram

*(See Pg. 41 to 42 for further explanations.)



One To Two Drinks (BAL .01 to .04)



Three to Four Drinks (BAL .05 to .08)



Five to Seven Drinks (BAL .09 to .15)



Eight to Twelve Drinks (BAL .16 to .30)

*These blood alcohol levels are based on a 140 lb. person who has consumed alcohol over a short period of time (1 to 2 hours.)

C. FACTORS WHICH INFLUENCE THE BEHAVIORAL EFFECTS OF ALCOHOL

When discussing the average effect of a given blood alcohol level on an average person, it is important to keep in mind a number of factors which influence how people respond to alcohol. These factors include: the type of alcoholic beverage, how much of it and how fast one drinks, whether one has eaten, body weight and personal body chemistry, the situation and mood one is in, one's attitudes about drinking, and one's drinking experience.

Here are a few examples:

1. Situation. Often, we unthinkingly regulate our behavior when we're drinking, depending on where we are, and who we're with. A young person, having dinner with a friend, may feel slightly high after one drink. But when having dinner with the boss the next night, one drink may have little or no effect. The individual is keeping a tighter grip on his/her behavior.
2. Mood. People's emotions can also affect their drinking behavior. When at ease and comfortable, they are likely to stop after feeling the relaxing effect of one drink. But at another time, when they are tense or angry, they might feel pressured to continue drinking until their minds no longer focus on their problems.

People's reasons for drinking can actually affect their reactions to alcohol, too. Someone who is drinking to have an excuse for acting out may unconsciously exaggerate the effect that alcohol is having, while people who boast that they can hold their liquor may succeed in masking the effects of the alcohol.

3. Drinking Experience. Those who are used to alcohol recognize when it is beginning to interfere with their judgment and coordination. Certain reactions warn them when to stop drinking and when to control their behavior.

Inexperienced drinkers do not have a clear picture of how they will react to alcohol nor have they learned to control their reactions. In fact, since they are expecting something to happen, they may purposely behave with less control. They may also be unsure of when to stop and may drink more than they can handle.

D. DEVELOPING TOLERANCE TO ALCOHOL

There are many people who believe that with practice a drinker can develop a tolerance or resistance to alcohol. They point to the fact that experienced drinkers develop the ability to "hold their liquor" without outwardly showing the effects of it. Since there are so many misconceptions about this, we need to examine more closely just what is meant by tolerance. There are two kinds of tolerance which outwardly appear the same but which actually are quite different.

Tissue Tolerance. There is some evidence that prolonged regular intake of alcohol in large doses can create what is called tissue resistance. The body's nerve centers, in a desperate attempt to keep the body processes functioning in balance, attempt to compensate for the depressant effect

of the drug. The more they compensate, the more alcohol must be taken to obtain the same degree of effect. Thus, up to a point, people can develop a resistance in their nervous systems which enable them to offset the depressant action of alcohol. In that sense, experienced drinkers will be more in command of their faculties than beginning drinkers having the same blood alcohol level. However, such tissue tolerance is developed only after prolonged drinking regularly in more than normal amounts. The average drinker does not develop this tolerance to any significant degree.

Psychological Tolerance. There is another type of tolerance which most drinkers do develop. It is called a psychological tolerance. This is a learning process, not a change in the functioning of the nerve centers as occurs in tissue tolerance. These drinkers learn to compensate for the effects of alcohol much as a sailor learns to walk across the deck of a rolling ship. They learn what to expect so that if circumstances require it, they can control their behavior and perform accordingly. For example, with concentrated effort, some people can walk a straight line even though their blood alcohol level has reached the point of seriously affecting coordination.

It is this psychological tolerance that fools people into thinking that a drinker is sober. That is why by observation alone one cannot determine to what extent alcohol has affected the faculties of a drinker. The fact that they look and act sober does not mean that they are any more capable of skilled performance than the beginning drinker who may appear intoxicated.

VII ALCOHOLISM

According to a major study of American Drinking practices, more than two-thirds of the adult population, or about 95 million people, drink alcoholic beverages at least occasionally. The majority of those who drink do so without problems, but there are others whose drinking gets out of hand, endangering themselves and those around them. This group of problem drinkers includes men and women from all socioeconomic classes, backgrounds, religions, races, and occupations.

I. DEFINITION OF ALCOHOLISM AND PROBLEM DRINKING

Professionals in the field of alcoholism research and treatment differ in their definitions of problem drinkers. Distinctions are sometimes made between individuals with drinking problems and those suffering from alcoholism--with alcoholics considered to have the more serious problem. Since the two populations are not easy to distinguish, hard and fast differentiations are rarely made.

Within our society, "problem drinking" is usually recognized as drinking to such an excess that the ability to control one's actions and maintain a socially acceptable life style is impaired.

A. Problem Drinking

Several behavioral criteria characterize the person who may have a drinking problem. The following list of criteria, although incomplete, presents some general indicators of problems with alcohol if a person answers "yes" to one or more statements.

1. Anyone who must drink in order to function or to "cope with life."
2. Anyone who by his/her own definition, or that of family and friends, frequently drinks to a state of intoxication.
3. Anyone who goes to work intoxicated or has lost a job due to drinking.
4. Anyone who is intoxicated and drives a car.
5. Anyone who sustains bodily injury requiring medical attention as a consequence of an intoxicated state.
6. Anyone who, under the influence of alcohol, does something he/she would never do without alcohol.
7. Anyone whose drinking affects the behavior of those around him/her.

Other experts have noted that the following "warning signs" often indicate that a person is in the early stages of problem drinking or alcoholism: the need to drink before facing certain situations, frequent drinking sprees, a steady increase in intake, solitary drinking, early morning drinking, and sometimes the occurrence of

"blackouts" (a period of time in which, while remaining otherwise fully conscious, the drinker undergoes a loss of memory).

Although criteria and estimates vary considerably, it is generally thought that there are about 9 to 10 million people in our country with drinking and alcoholism problems. Of those, depending upon the definition used, the number of alcoholics has been estimated to be above 5 million.

B. Alcoholism

The definition of alcoholism varies depending on who is asked. However, most definitions include components similar to the following:

1. Loss of control of alcohol intake--the victims find themselves drinking when they intend not to drink, or drinking more than they planned;
2. Presence of functional or structural damage--physiological, psychological, domestic, economic, or social;
3. Use of alcohol as a kind of universal therapy, as a psychopharmacological substance through which the person tries to keep his/her life from disintegrating.

These components are expanded in the set of criteria for the diagnosis of alcoholism (too lengthy to include here) compiled by a committee of medical authorities from the National Council on Alcoholism. They are divided into two major sections: (1) Physiological and Clinical and (2) Behavioral, Psychological, and Attitudinal.

Whatever the definition used, or the precise number of individuals affected, the population of alcoholic and problem drinkers is sufficiently large to warrant attention as a major public health problem in the nation.

C. The Alcoholic Stereotype

To many people, the notion of an alcoholic conjures up visions of the typical Skid Road derelict: homeless, unkempt, unemployed and unemployable, sprawled on the sidewalk in a drunken stupor. Yet investigation has shown that the people of Skid Road (of whom approximately 50% are alcoholics) make up a tiny fragment of the entire population of alcoholic and problem drinkers--probably less than 5 per cent. At least 95 per cent of the problem population consists of employed or employable, family-centered individuals. It has been estimated that more than 70 per cent of them reside in respectable neighborhoods, live with their husbands or wives, try to send their children to college, belong to a country club, attend church, pay taxes, and continue to perform more or less effectively at their jobs. For a

discussion of alcoholism and problem drinking among teenagers, refer to the chapter on Teenage Drinking.

Although estimates vary, it is thought that there are more male alcoholics than females; however the proportion of female alcoholics has been steadily rising. Some authorities feel that the number of male and female alcoholics is about equal, but that women have had a greater tendency to hide the disease and avoid treatment, causing the difference in statistics. More research is being conducted on female alcoholism.

II. CAUSES OF ALCOHOLISM

As laboratory and clinical data have become more refined, it has become evident that there are many kinds of drinking problems, many types of people who have them, and many reasons why they begin and continue to drink to a harmful degree.

A 1963 survey found that the percentage of problem drinkers was highest in the western part of the United States, among males, residents of the larger cities, the divorced or unmarried, those with the least and those with the most education, and those with the lowest and those with the highest vocational status. The lowest rates were found among Lutherans, Congregationalists, Presbyterians, Episcopalians, and Jews. Findings from this survey also suggest that drinkers from groups in which drinking is relatively uncommon may be the most likely to encounter trouble because of their drinking. Other research indicates that children who come from homes where parents are either teetotalers or alcoholics have a higher risk of becoming alcoholics than children of parents whose attitudes and behavior are less extreme.

In a 1965 survey of American drinking practices, it was found that whether a person drinks at all depends primarily on social and cultural factors, but psychological factors appear to determine whether or not one will become a "heavy escape drinker" -- one who drinks heavily, and uses drinking as a means of escaping from tensions, problems, and depressions. The population of heavy escape drinkers, about 9 per cent of all drinkers, contains those most likely to be or become alcoholic and problem drinkers.

The search for a unitary cause of alcoholism has shifted to interdisciplinary exploration of factors that might, singly or in combination, account for the development of problem drinking in various types of individuals. Although there is no generally agreed-upon model of how alcoholism starts, research into the physiological, psychological, and sociological factors has resulted in a far greater understanding of the conditions that may precede, underlie, and maintain problem drinking. The state of knowledge is still quite crude. There have, however, been several promising leads which may ultimately contribute to better prediction and protection of individuals likely to develop alcohol problems, and to improved treatment techniques for those already ill.

A. Physiological Theories

Despite considerable research effort to find physical factors, either in alcohol itself, or in the biological makeup of those who drink, which could account for alcoholic drinking and addiction, to date, many of the questions remain unsolved. Some of the proposed theories are presented here for consideration, including the genetic, endocrine, and genetotrophic theories.

1. Genetic Theory

Some workers in the field theorize that alcoholism may be inherited. Alcoholism appears to run in families; it is, therefore, suggested that an alcoholism prone individual may have inherited a susceptibility to be influenced adversely by ingested alcohol. Research has provided some evidence to support this theory. The possibility that humans may inherit a predisposition for alcoholism or an immunity to it does not rule out other factors also contributing to its occurrence in a positive or negative manner. Thus, the development of alcoholism may be the result of a collection of factors rather than just one.

2. Endocrine Theory

Another major physiological theory of the cause of alcoholism indicates a dysfunction of the endocrine system. Similarities between the symptoms seen in alcoholic patients and in patients with endocrine disorders suggest that some failure of the endocrines might be causally related to the onset of alcoholism. If alcohol ingestion stresses the organism, chronic heavy drinking could cause a hyperactivity of the pituitary gland, eventually exhaustion of the adrenal cortex, and, consequently, a breakdown in the functions regulated by the adrenal hormones.

As with other theories, the experimental clinical evidence to date is not conclusive. The available information suggests that the endocrine characteristics associated with alcoholism may be a result of chronic heavy drinking rather than its cause.

3. Genetotrophic Theory

The genetotrophic theory of alcoholism combines the concept of a genetic trait and nutritional deficiency. It is postulated that, due to an inherited defect or "error" of metabolism, some people require unusual amounts of some of the essential vitamins. Since they do not get these unusual amounts in their normal diet, they have a genetically caused nutritional deficiency. Those who drink alcohol develop an abnormal craving for the substance, and the consequence is alcoholism.

4. Other Physiological Theories

Other physiological theories about alcoholism include factors such as allergies, differing metabolic rates, and non-alcoholic

components of alcoholic beverages (congeners). Although there is a theoretical basis for each, the scientific evidence does not yet exist to support them.

In summary, it is generally held that physiological factors probably contribute to the development of alcoholism, but none has yet been conclusively proven to be the single cause.

B. Psychological Theories

Some researchers believe that individuals with alcohol problems possess a number of distinctive traits which together make up the "alcoholic personality." However, there is no agreement on the identity of these traits, nor on whether they may be the cause or the result of excessive drinking. Three approaches to the psychological cause of alcoholism are explained in this section: the psychoanalytic theory, the learning theory and the personality trait theory.

1. Psychoanalytic Theory

Psychoanalytic explanations of the causes of alcoholism rest on three major theoretical positions: (a) the Freudian view; (b) the Adlerian view; and (c) the view that alcoholism develops as a response to an inner conflict between dependency drives and aggressive impulses.

The Freudian view as expressed by a number of people relates alcoholism to such factors as repressed urges, oral dependency, need for security, self-punishment and parental hatred.

The Adlerian view is that alcoholism represents a striving for power, which compensates for a pervasive feeling of inferiority. It is assumed that alcoholics derive their feelings of inferiority from a childhood in which overindulgent parents did not permit them to learn how to cope with the problems of adult life. The alcoholic turns to alcohol to enhance his/her feelings of self-esteem and prowess.

Other studies suggest that frustrated ambitions may play a role in the development of an alcohol problem. It is suggested that alcoholics may have an enhanced need for power, but find themselves inadequate to achieve their goals. They resort to alcohol because it provides a sense of release, of power, and feelings of achievement. Since overindulgence in alcohol precludes effectively coping with the existing problems and leads to additional problems, this vicious cycle results in confirmed alcoholism.

Evidence to support the psychoanalytic views is inconclusive, since it is difficult to devise experimental tests of these

theories. Nevertheless, in some cases, the application of psychoanalytic ideas in the treatment of alcoholism has been successful.

2. Learning Theory

Learning and reinforcement theory explains alcoholism by considering alcohol ingestion as a reflex response to some stimulus and as a way to reduce an inner drive such as fear or anxiety. This theory holds that persons tend to be drawn to pleasant situations or repelled by unpleasant or tension-producing ones. In the latter case, alcohol ingestion is said to reduce the tension or feelings of unpleasantness and to replace them with a feeling of well-being or euphoria.

The obvious troubles experienced by alcoholics might appear to contradict the learning theory in the explanation of alcoholism. The discomfort, pain, and punishment they experience should presumably serve as a deterrent to drinking. The fact that alcoholics continue to drink in the face of family discord, loss of employment, illness, and other sequels of repeated bouts is explained by the fact that alcohol has the immediate effect of reducing tension while the unpleasant consequences of drunken behavior come only later.

The role of punishment is becoming increasingly important in formulating a cause of alcoholism based on the principles of learning theory. While punishment may serve to suppress a response, experiments have shown that under some circumstances it can serve as a reward and reinforce the behavior. Thus if the alcoholic has learned to drink under conditions of both reward and punishment, either type of condition may precipitate renewed drinking.

Ample experimental evidence supports the hypothesis that excessive alcohol consumption can be learned. However since conflicting studies exist, the learning theory requires further research.

3. Personality Trait Theory

Psychological research has also attempted to define the causes of alcoholism in terms of an "alcoholic personality." Though it is conceded that all alcoholics need not have the same characteristics, it is postulated that in the prealcoholic stage, a personality pattern or constellation of characteristics should be discernible and should correlate with a predisposition toward alcoholism. One of the main difficulties in this approach is that the population ordinarily available for study is already in trouble with alcohol. The question, is whether the personality traits observed in these people predate the onset of alcoholism, or are a consequence of alcoholism.

Using objective and projective tests, researchers have attempted to identify an underlying personality disorder. As yet, these approaches have failed to identify a common personality structure of the alcoholic patient which would be predictive of alcoholism. There is evidence that alcoholic patients exhibit some personality traits in common. Once the addiction has been established, these patients show some common behavioral and trait manifestations which appear to be more relevant to alcoholism than to other psychological disorders.

C. Sociological Theories

Alcohol serves vastly different functions within and among societies, cultures, subcultures, and ethnic and religious groups. Attitudes concerning its use range from extreme permissiveness to absolute abstinence. But abstainers can always be found when permissiveness is the watchword, and, conversely, drinking does not disappear when abstinence reigns. The purposes for which alcohol is used include religious, culinary, psychic, ceremonial, hedonistic, traditional, social and medicinal ones. Standards of acceptability applied to the manner or pattern of drinking vary according to the age, occasion, sex, cultural background, social class and the particular circumstances.

I. Cultural Theory

The cultural theory of alcoholism suggests that within a given society, there are three ways in which the culture may influence the rate of alcoholism:

- a. The degree to which the culture operates to bring about inner tensions or acute needs for adjustment in its members;
- b. The attitudes toward drinking the culture produces in its members;
- c. The degree to which the culture provides suitable substitute means of satisfaction.

Societies may provide alternatives to or substitutes for alcohol use. Some societies have less stringent sanctions against narcotic drugs and therefore have a lower alcoholism rate. Others permit emotional outlets through ceremonies and rituals and thereby provide culturally accepted means of anxiety reduction.

2. Deviant Behavior Theory

Depending on the context, the use of alcohol can be illegal or only illegitimate . . . acceptable or even sanctified . . . forbidden or abominated. Thus, the concept of alcohol abuse as deviant behavior is receiving increasing attention by researchers. The deviant behavior theory represents the alcoholic as someone who, through a set of circumstances, becomes publicly labeled a deviant and is forced by society's reaction into playing a deviant role.

D. Summary of Causes of Alcoholism

The search for a single cause of alcoholism may be an unrealistic goal. Nevertheless, researchers with specialized interests, and with needs to define alcoholism from their own perspectives, will probably continue to look for a unitary answer to solve the problem of how alcohol addiction occurs and to identify the crucial factors associated with its onset and progression.

Many theorists, however, suggest a multifaceted approach which incorporates elements from two or more hypotheses. Generally, such an approach selects from each of the broad areas discussed: physiology, psychology, and sociology.

An individual who (1) responds to beverage alcohol in a certain way, perhaps physiologically determined, by experiencing intense relief and relaxation; and who (2) has certain personality characteristics, such as difficulty in dealing with and overcoming depression, frustration, and anxiety; and who (3) is a member of a culture that induces guilt and confusion regarding what kinds of drinking behavior are appropriate, is more likely to develop trouble than will most other persons.

More research will have to be done to gain deeper insight into the causes of alcoholism. Work is needed to identify better the association between alcohol use and all aspects of physiological responses, predispositions and attitudes, and the social context and consequences of drinking.

III. SYMPTOMS OF ALCOHOLISM

As stated earlier, the difference between "problem drinkers" and "alcoholics" is usually a matter of degree rather than substance. The progression of the illness can be divided into 3 phases: Early, Middle, and Late, each with fairly distinct symptoms. The chart on page 56 indicates these symptoms, some of which are further explained in the following section.

A. Early-Stage Alcoholism

Regardless of the cause of alcoholism, most alcoholics in the early stage exhibit some of the characteristics explained in the section on problem drinkers (page 46). These include: constant relief

drinking, increase in alcohol tolerance, sneaking drinks, urgency of the first drink and pre-occupation with alcohol, feeling of guilt over drinking, avoiding any reference to drinking and in some people, memory blackouts increase or begin.

B. Middle-Stage Alcoholism

As the problem progresses, the symptoms of middle-stage alcoholism begin to appear. These may include:

Loss of control: The person may not be able to refuse a drink or stop drinking once he/she starts.

Alibi system: The person feels guilty and defensive about his/her lack of control, and develops an elaborate system of 'reasons' for drinking, partly to answer family and associates, but mostly to reassure himself/herself.

Eye openers: The need for a drink in the morning to "start the day right." This 'medicinal' drink helps kill the effect of increasingly painful hangovers, feelings of guilt, remorse, and depression.

Changing the pattern: Under pressure from family or employer, the drinker tries to break the hold alcohol has on him or her, by setting up rules on when or what he/she will drink. But just a little alcohol may start the chain reaction again.

Anti-social behavior: The person prefers drinking alone, or with other alcoholics, whatever their social level, broods over imagined wrongs, thinks people are staring at or talking about him/her, is highly critical of others, and may become destructive or violent.

Loss of job and friends: Continuing anti-social behavior results in the loss of jobs, and leads friends to turn away. As a defensive measure, the person may quit before being fired, or drop his/her friends first.

Seeking medical aid: Physical and mental erosion caused by uncontrolled drinking leads the person to make rounds of hospitals, doctors, psychiatrists, seldom receiving lasting benefits because of the refusal to cooperate or admit extent of drinking.

C. Late Stages

Until this point, the alcoholics had a choice: to drink or not to drink, though once begun, they had no control of their drinking. In the later stages of alcoholism there is no choice: alcoholics must drink however and wherever they can. The symptoms of this stage include:

Benders: Drinks for days at a time, becoming completely intoxicated. Disregards family, job, even food and shelter.

Tremors: Develops the 'shakes,' a condition resulting in shaking primarily of the hands, although any part of the body may be involved. This is a symptom of the abstinence syndrome or withdrawal reaction from alcohol in a person physically addicted to the drug.

Protecting the supply: Having a supply of alcohol available becomes increasingly important. The alcoholic will do or sell anything to get it, and will hide the bottles to protect them for future needs.

Unreasonable resentments: Shows hostility to others, both as possible threats to the liquor supply and as a turning outward of an unconscious desire to punish self.

Nameless fears and anxieties: Constantly afraid of some thing which cannot be pinned down or even put into words. Feels a sense of impending doom and destruction. Nervous, shaky, and unable to face life without the support of alcohol.

Collapse of the alibi system: No longer able to make excuses or put the blame on others. Admits to self that one's drinking is beyond his/her ability to control.

It is important to bear in mind the idea that not all alcoholics will exhibit all of these symptoms, and each person may exhibit any given symptoms to a greater or lesser degree than someone else. Nor is it possible to categorically state that if a person exhibits X number of symptoms, then he or she is an alcoholic. However, it is equally important to realize that these symptoms are signs of an illness which can and has had a drastic effect on individuals, families and society. The demonstration of any symptom, from pre to late stage, should serve as a warning sign that a problem exists which requires some form of treatment.

IV. EFFECTS OF ALCOHOLISM

A. Effects on the Individual

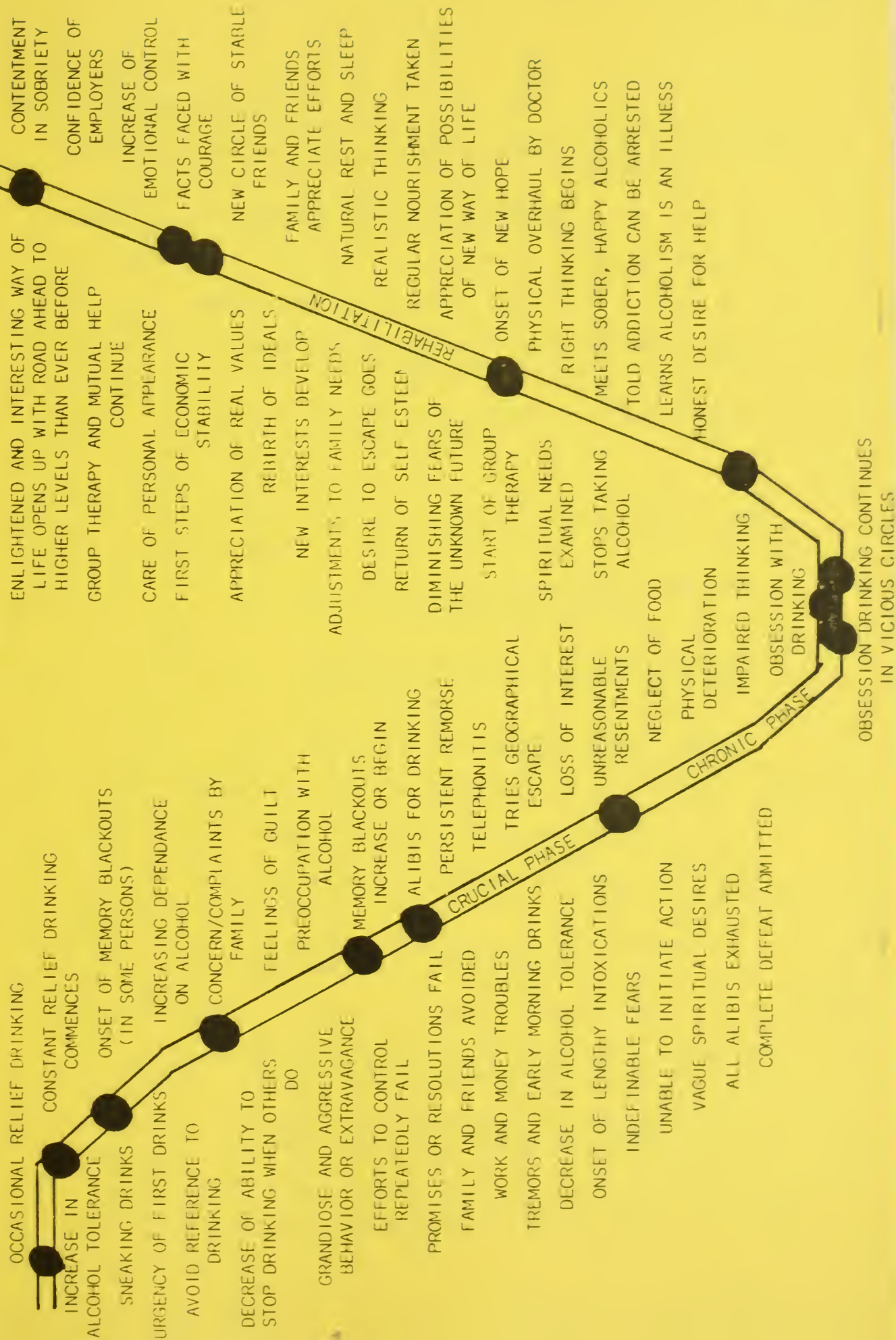
The men and women have drinking problems comprise a small proportion of the total American population, but the misery created for themselves and others is enormous.

Many of the effects of the disease on the individual have already been discussed under "Symptoms of Alcoholism" in this chapter and in the "Effects of Alcohol" chapter, including: shortened life span, malnutrition, loss of job, family, friends, etc.

ALCOHOL ADDICTION

THE ROAD TO RECOVERY

READ FROM LEFT TO RIGHT



B. Effects on the Family

Alcoholism has been called the family disease because every member in the family, as well as the alcoholic is affected by it.

SURVIVAL SKILLS FOR THE CHILD OF THE ALCOHOLIC

1. What should I do when:

A. Someone comes home drunk?

1. Remember that a drunk person is an absent person: don't try to reason with him or her.
2. Stay out of the way. As the illness progresses, they sometimes get violent.
3. Don't argue.
4. Don't take personally anything the drinking person says.
 - a. It is not true that people speak the truth under the influence of alcohol.
 - b. If he/she judges you or your character, don't accept as truth what he says. It is his guilt talking.
 - c. Above all else, remember he/she is sick.

B. My parent is still mean when not drinking (sober). Why?

1. He/she is still suffering from guilt.
2. It takes 72 hours to get the alcohol out of the system.
3. The parent's problem is not only physical but emotional and spiritual as well.

C. What can I do to make him/her stop drinking?

1. Remember that you did not make him/her drink and you cannot make him/her stop.
2. The gift of life is yours, his belongs to him, to enjoy or destroy as each of you wishes.

D. How do I live through this?

1. Erase all self-guilt.

Alcoholism creates financial problems since most available money is spent on alcohol, not food, clothing, etc., which the family needs. If the alcoholic loses his/her job, the situation becomes even more serious.

C. Effects on the Society

The economy is affected in various ways by alcoholism. It has been estimated that alcoholism costs the U.S. society more than \$25 billion dollars a year. This figure includes lowered production on jobs and industry due to workers with alcohol problems, medical costs for treatment of alcoholics, damages resulting from motor vehicle accidents, social service and welfare costs for families of alcoholics, costs to the criminal justice system and programs and research costs.

V. TREATMENT OF ALCOHOLISM

There is no known cure for alcoholism. The illness can be arrested, however, through treatment programs, and the alcoholic can learn to lead a healthy and productive life without alcohol. Current research indicates that no one approach to recovery is successful with all alcoholics. Many therapists believe the goal of treatment is complete abstinence from alcohol, in any form and under any condition, for the rest of the patient's life in order to arrest the illness.

Patients may need to progress through three general stages of treatment:

- 1) managing acute intoxication and withdrawal to overcome the effects of drunkenness, to safely rid the body of alcohol and to help the body adjust to doing without alcohol (detoxification):
- 2) correcting the chronic health problem that may have been brought on or aggravated by heavy drinking.
- 3) altering long-term behavior so that destructive drinking patterns are not continued.

Some of the major approaches to alcoholism treatment will be presented in the following sections.

A. Detoxification

Concerted interest has been evident for some time in the development of new detoxification methods, partly because of the realization that the detoxification schemes of the past were inadequate. Detoxification can be an effective first step in engaging alcoholics in a successful rehabilitation effort, and most detoxification programs do not require expensive and elaborate medical facilities. The usual procedure is to give the patients medicine that will prevent convulsions, produce a healthy appetite and sound sleep. A diet rich in vitamins and other nutrients is prescribed.

Most patients do not need to go through inpatient detoxification before they start other long-term treatment for alcoholism. The major problem in detoxification programs is not medical management but rather triage into rehabilitation systems and the provision of social supports. The authors of a nationwide survey of alcoholism services concluded: "Because many alcoholics would rarely if ever need inpatient care, provided other kinds of services were readily available, the community-based outpatient clinic can be legitimately considered the backbone of alcoholism services." To date there has been understandable reluctance to separate detoxification services from medical facilities. Progress has been made, however, in distinguishing between alcoholics who require intensive medical care and those who require only nursing care or supervised observation. In a recent report, Feldman and his colleagues published empirical data on 564 intoxicated persons who were consecutively provided ambulatory detoxification. Only half actually required definitive detoxification management, which was handled on an outpatient basis, and fewer than 18 per cent required hospitalization for medical care. There were no fatalities among these patients. Thus, there now seem to be three useful types of detoxification: intensive medical care, supervised observation in specialized centers, and ambulatory care. Recognition of this triad of possibilities should lead to greater flexibility and cost-effectiveness and more appropriate services in detoxification programs.

B. Drug Therapy

Once over the acute stages of intoxication or withdrawal, the alcoholic starting long-range treatment may require a kind of pharmacological bridge over the difficult early days or weeks. For this, physicians may prescribe a variety of treatments.

Tranquilizers are often used to produce relaxation and to reduce the tensions which many alcoholics believe to have triggered their drinking bouts. They are highly effective, but some alcoholics eventually become addicted to the very tranquilizers which helped them break away from their dependency on alcohol. Because of this, most authorities are reluctant to use tranquilizers except in an in-patient center.

Other physicians use what is sometimes called conditioned-response or aversion therapy, administering an alcoholic beverage and at the same time a powerful nausea-producing agent like emetine or apomorphine. Repeated treatments with such a combination are intended to develop a conditioned reflex loathing for alcohol in any form. Because of the risk of severe physical reactions, this method of treatment as with others requires close medical supervision.

More widely known and used are so-called deterrent agents such as disulfiram (Anatabuse). Anatabuse is a non addicting drug which gives a strong physical reaction to alcohol. A patient regularly taking one of these compounds finds that ingestion of alcohol in any form quickly produces pounding headache, flushing, and usually violent nausea, vomiting and other unpleasant symptoms. The patient cannot take a drink for 10 to 14 days after taking the last Anatabuse tablet.

An important aspect of drug therapy, however, is the general nature of the drug-giving and receiving transaction. It has been suggested that the "image" of a drug therapy program may be a beneficial way to deal with some types of alcoholic patients. They can relate to a medical model of illness and experience a low level of emotional interaction with medical personnel. The sense of "being treated," by being given medicine, may lead to a good therapeutic relationship with positive outcomes.

C. Psychotherapy

Broadly, psychotherapy is a label covering various kinds of self-examination, counseling and guidance, in which a trained professional works with (rather than on) patients--alone or in groups--to help them change their feelings, attitudes and behavior in order to live more effectively.

Although there are variations, the psychotherapeutic approach in the case of alcoholism usually involves an attempt to bring about acceptance of an alcoholic, by the patient and by the therapist, as a person who is sick but not evil, immoral or weak, and an equally complete acceptance by the patient of the idea that he/she needs help. An effort is made to achieve understanding of the patient's underlying tensions as well as the more obvious problems, to alleviate or solve those problems that can be readily handled, and to find a means--other than drinking--which will enable the patient to live with those problems that cannot be solved.

Most successful therapists, however, may differ on details of treatment, but indicate that pleadings, exhortations, telling patients how to live their lives, or urging them to use more willpower, are usually useless and may be destructive.

One of the most recent innovations in the area of psychotherapy is the concept of family therapy.

In view of the role that alcohol can serve in the family, it

becomes necessary to help families develop alternative living styles. Researchers offer the following suggestions:

1. In treating alcoholism, attention should be given to family interactional factors in addition to individual problems.
2. Consideration should be given to the adaptive or positive functions that drinking served, so that the family may integrate these functions into their sober life through some other means, instead of having to give them up along with alcohol.
3. Attention should be given to the family's extended social network. As a result of theoretical advances in family treatment, many alcoholism programs now routinely see the relatives of alcoholic patients. In some instances therapeutic efforts may be concentrated on a significant relative rather than on the problem drinkers themselves.

D. A.A.

Alcoholics Anonymous is an organization of alcoholics who have banded together to help themselves and others achieve sobriety. Anyone can join the group by attending a meeting. A.A. members admit that they are powerless over alcohol, place their faith in a power greater than themselves, and work on a "one day at a time" basis to maintain sobriety.

Al-Anon and Alateen are similar self-help groups, although separate organizations from A.A. Al-Anon seeks to help spouses and friends of problem drinkers while Alateen is directed at the children of alcoholics.

E. Facilities for Treating Alcoholism

A variety of facilities are available for treating alcoholism, including detoxification, intensive inpatient care centers, intermediate residential treatment centers and out-patient centers. Addresses of these facilities in this area can be found in the chapter on "Resources."

VIII MONTANA STATE LAWS

A great many laws have been written about alcohol in this state. These laws are contained in the Montana Code Annotated (MCA). In addition, each city and county may have additional laws which apply locally.

For the purposes of this supplement, discussion has been limited to those state laws which appear to have the greatest impact on the public at large and school-aged children. This chapter consists of synopses of various laws intended to provide a brief and uncomplicated look at an extensive and complicated issue. For the exact wording of any law, refer to the appropriate MCA as indicated by the number accompanying each annotation. Copies of the MCA may be found at local city hall offices, most attorneys' offices, county courthouse buildings and college law schools.

A. ALCOHOLIC BEVERAGE CONTROL LAWS

The administration of alcoholic beverage control laws is the responsibility of Liquor Division of the Montana Department of Revenue. These laws pertain to the production, distribution and consumption of alcohol. They include rules on wholesaling, retailing, taxing, licensing, shipping, etc. Since they are numerous and varied, only the major laws relating to minors and the general public are listed here.

1. Minors

MCA 16-3-301: It is illegal for any retailer to sell or give any alcoholic beverage to anyone under the age of 19. It is also illegal for a person to knowingly misrepresent his or her age in order to obtain an alcoholic beverage.

MCA 45-5-623: It is illegal for any person to sell or give intoxicating substances to any minor.

2. General Public

MCA 16-3-301: It is illegal for any retailer to sell or give any alcoholic beverage to anyone apparently under the influence of alcohol.

B. MOTOR VEHICLE LAWS

The administration of the following laws related to alcohol and motor vehicles is the responsibility of the Motor Vehicle Division of the Montana Department of Justice.

MCA 61-5-205: Any individual convicted of a second or subsequent offense of driving while under the influence of intoxicating liquor will have his drivers license revoked. This is a required action under Montana law.

MCA 61-8-402: Any person operating a motor vehicle on public roads shall be deemed to have given consent to a test of his or her blood or breath to determine the level of alcohol in that person's blood. If a person under arrest refuses to submit to a chemical test designated by the arresting officer, no test will be given. However, refusal to take the test makes the operator liable for suspension of his driving privileges for a 60 day period.

MCA 61-8-401: If a chemical test indicates 0.10% or more by weight of alcohol in a defendants blood, it shall be presumed that the defendant was driving under the influence of alcohol.

C. ALCOHOLISM PROGRAMS

The administration of laws related to alcoholism programs is the responsibility of the Montana Department of Institutions.

MCA 53-24-102: It is the policy of the State of Montana to recognize alcoholism as an illness and that alcoholics and intoxicated persons may not be subjected to criminal prosecution but should be given treatment to allow them to lead normal lives.

MCA 53-24-306: Any person being treated for alcoholism in a state approved treatment facility is guaranteed that information regarding his treatment will be kept confidential unless waived by the individual.

IX SAFETY

Because alcohol affects the human body, especially the brain, it has the potential to affect the safety of the people who use it and those around them. For this reason, as well as others, the idea that, "I can drink as much as I want. I'm only hurting myself," requires some careful second thought. Consider the statement in light of the following information.



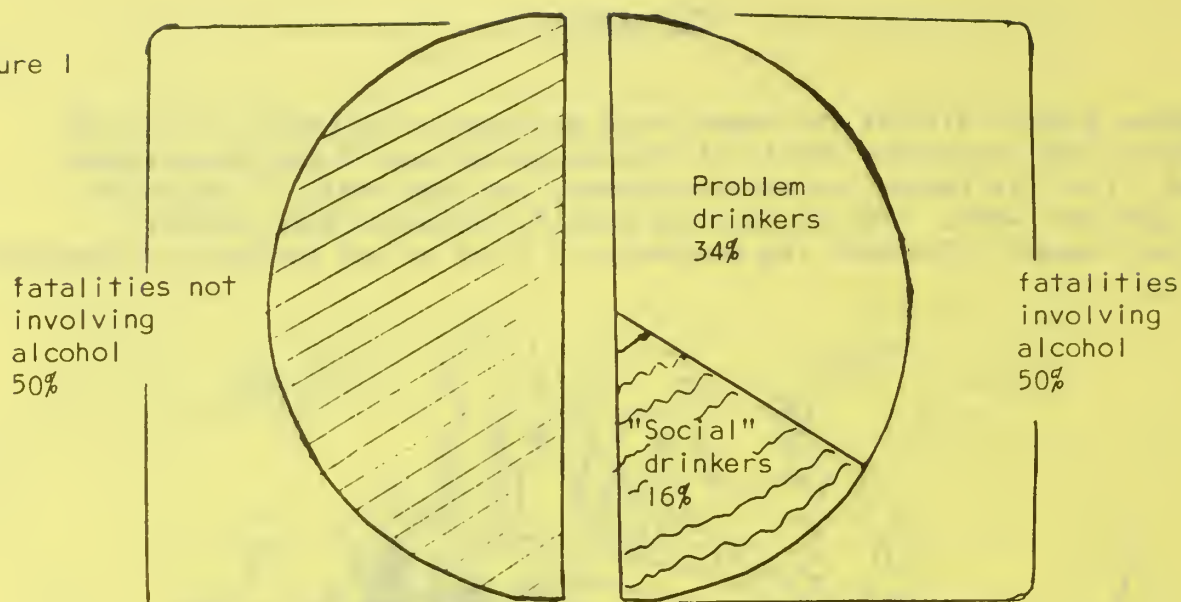
I. DRINKING AND DRIVING

A. Alcohol and Traffic Fatalities

It is nearly impossible to overstate the relationship between alcohol and traffic accidents. Many studies show that approximately one-half of all highway deaths are caused, at least in part, by alcohol. This is a daily average in the United States of 75 people. To put this in perspective, in the 11-year period, 1960-1971, 45,000 American soldiers were killed in combat in South Vietnam. During this same period, 545,000 American citizens were killed in traffic accidents. Of these fatalities, 274,000 were alcohol-related. Statistics on alcohol-related accidents in Montana State can be found in Section G.

Figure 1 shows the breakdown of fatalities involving alcohol and also the relationship of fatalities caused by problem drinkers as opposed to fatalities caused by social drinkers.

Figure 1



B. Blood-Alcohol Levels

Blood-alcohol level (BAL) refers to the ratio of alcohol to blood in the body: e.g., a blood alcohol level of .10 per cent means that there is one part alcohol for every thousand parts of blood. BAL is a measure used to classify a person's degree of intoxication.

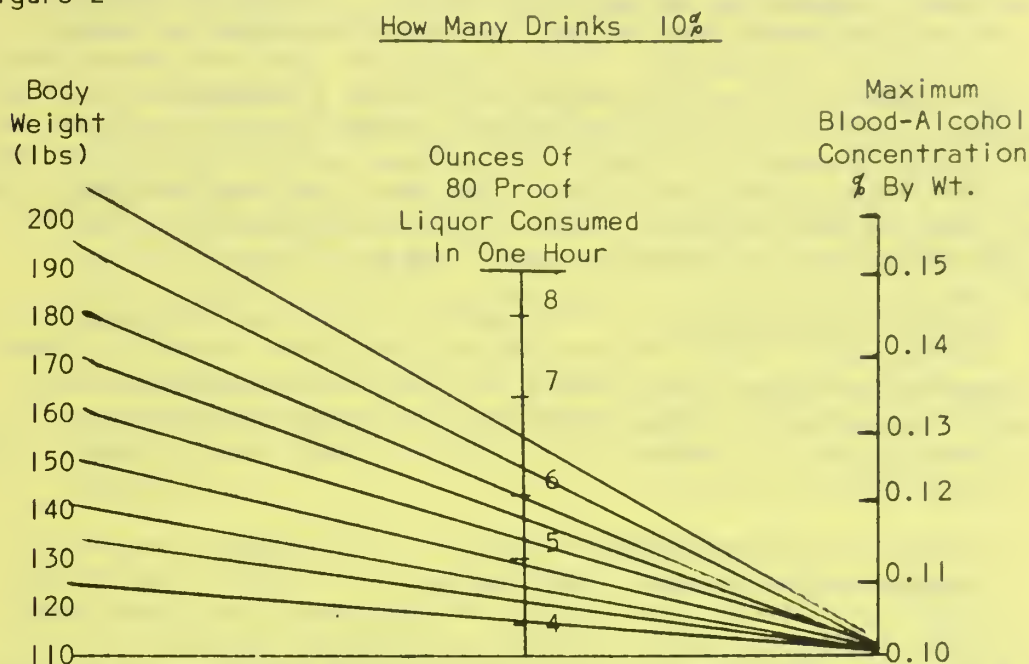
The rate of absorption and volume of alcohol needed to produce intoxication vary from one person to another. The research that is available, however, demonstrates that a blood-alcohol level (BAL) as low as 0.02 per cent can adversely affect a person's behavior. At 0.05 per cent BAL, everyone is affected. The U.S. Department of Transportation believes that a BAL of 0.10 per cent should be considered prima facie evidence of driving while intoxicated; .10 per cent has also been adopted by the State of Washington as the BAL at which a driver is under the influence.

One of the major contributions to research on drinking drivers and accidents is the study conducted by the Department of Police Administration of Indiana University, which pointed out that when a driver's blood-alcohol concentration reached 0.15 per cent, the possibility of the driver causing a traffic accident is 25 times greater than if his body were essentially alcohol free. (See Figure 3.)

Blood-alcohol concentrations over 0.04 per cent are definitely associated with increased accident involvement, according to the study. When the alcohol concentration reaches 0.06 per cent, the probability of causing an accident is twice that of the alcohol-free driver and at 0.10 the probability is six times greater.

Figure 2 below illustrates on the average the number of drinks it will take people of various weights to reach a BAL of .10 in one hour.

Figure 2



Subtract .015 from blood alcohol level for each hour past the time of consumption to obtain an estimate of how much alcohol is in the blood at any given time. This represents the amount of alcohol processed by the liver in 1 hour.

C. Effects of Alcohol on Human Functioning

The ability to perform driving maneuvers depends on the driver's mental, emotional, and physical state.

Anything that weakens or damages the ability to perform well or to make sound decisions is called an impairment. Some impairments are physical: they affect the ability to see, hear, or control muscular movement. Other impairments affect decision-making abilities. The use of alcohol impairs both physical and mental functioning. It affects three areas of the body which are essential for the responsible handling of an automobile: judgment, reflexes and vision. Each of these will be discussed separately.

1. Absorption of Alcohol into the Body. Alcohol does not have to be digested. It enters the bloodstream directly through the lining of the stomach and affects the body very soon after drinking. The rate of absorption of alcohol into the bloodstream, however, does vary. For example, if the stomach is full of solid food, it will dilute the alcohol and slow the rate of absorption. In general, however, the absorption process is completed within 20 to 40 minutes from the time that a drink is consumed.

As the bloodstream carries the alcohol to the brain, it affects the cerebrum, the portion of the brain where judgments and decisions are made. As the concentration of alcohol increases, it affects the cerebellum, the area which controls muscular movement and maintains body equilibrium.

2. Alcohol and Vision. Alcohol has long been thought to seriously impair all functions of vision at a relatively low blood-alcohol level. This does not appear to be true. However, coordination of eye movements and the ability to divide attention between different tasks appear to be affected at low-level concentrations of alcohol. In effect, persons who have consumed alcohol tend to fix their vision on one object, rather than moving from one object to another to gather information. Since driving an automobile is an activity in which one must continually identify and react to many changing stimuli, impairment of the ability to divide attention among many cues can be critical.
3. Alcohol and Reflexes. We frequently picture a "drunk" as a person who is stumbling and having difficulty standing. Inexperienced drinkers may behave like this after consuming very little alcohol. Among experienced drinkers, however, such behavior may not appear until the individual has consumed large quantities of alcohol.

Alcohol may affect muscular control. For example, a person's steadiness may be lost. When drivers with high blood-alcohol levels are tested under actual driving conditions, impairment often becomes evident in steering, braking, and speed control. Steering-wheel movements tend to increase and steering responses are slowed. Drivers with high blood-alcohol levels have difficulty steering through turns. They are not able to make the steering corrections necessary.

Brake reaction time under such conditions also tends to increase, as does the ability to apply the brakes smoothly or to come to a stop at a specific point. Drivers who have been drinking also have difficulty in maintaining a constant speed. They seem to speed up and slow down unnecessarily. They also make speed adjustments--either braking or accelerating--that are exaggerated.

When alcohol is in the brain, a longer time span passes before the voluntary muscles can obey the messages sent by the brain. A blood alcohol concentration of from .10 to .20 per cent slows the time it takes one to react by 10 to 30 per cent; in an emergency, even a fraction of a second can make a difference.

4. Alcohol, Judgment, and Behavior. When inhibitions are reduced people tend to display greater anger, sadness, silliness, rudeness, or suspicion, depending on their personality and the mood they were in when they started to drink. Some people even fall asleep after a few drinks.

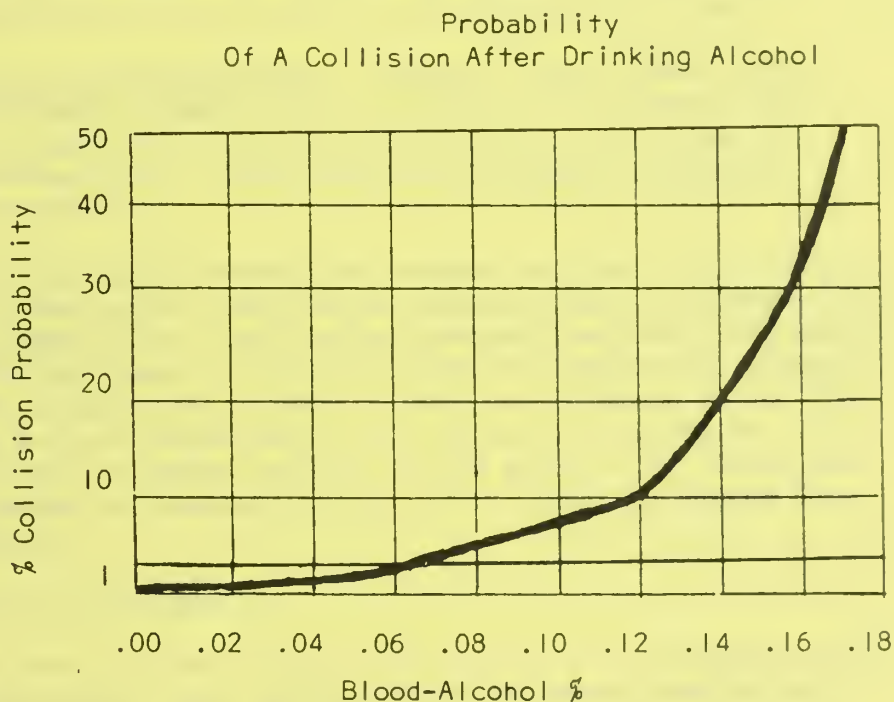
Because of emotional and physical differences, such as size or fatigue, the effects of alcohol differ from one person to another. Furthermore, alcohol will not affect people the same way every time they drink. A change in the contents of the stomach, one's emotional state, or the type of drink can cause reactions to vary.

Some people drink simply for the experience of feeling "high." They want to experience the special feeling that alcohol creates. Therefore, they may feel high after consuming a relatively small amount of alcohol. Their mental processes, however, may be impaired just as though they were truly intoxicated.

It is impossible to predict accurately the behavioral changes that will take place in individuals who drink. The only sure prediction is that the use of alcohol will not improve driving performance and in any quantity will impair judgment. As judgment deteriorates, the people feel that they are actually more skilled than while sober. They are therefore likely to take more chances in passing, speeding, and negotiating curves than usual.

To illustrate this point, Figure 3 below shows the increased probability of a collision with increased blood-alcohol levels.

Figure 3



D. Alcohol and the Young Driver

Drinking and driving appears to be a special problem among young drivers. This problem is illustrated by the fact that at least six out of every ten highway deaths of drivers between 16 and 24 involve drinking and driving. There are several possible explanations for this. One is that young drivers are generally learning to drink at a time when they are still developing the judgments and skills necessary for safe driving. Their driving skills may be less automatic. In other words, because they are less experienced, they have to think more about how they drive, and alcohol affects their ability to think clearly, logically, and quickly. In addition, teenagers are often affected

more quickly and severely than adults by alcohol because they usually weigh less than adults.

E. Drinking, Driving, and the Law

Because the use of alcohol so dramatically reduces the ability of a person to drive, all states have laws regarding drinking and driving.

1. The Legal Definition of D.W.I. In Montana, a driver is convicted of driving while intoxicated (D.W.I.) on the basis of evidence presented to the judge or court by a police officer. An officer who sees a driver breaking a law and suspects the driver of being intoxicated will make an arrest and then gather evidence. This evidence must include the officer's notes about the driving behavior of the person charged, the time, the date, where the offense occurred, and usually, the results of chemical tests that determine the amount of alcohol in the blood. (These tests can be given only after an arrest has been made. In Montana, a driver who is arrested and has a blood-alcohol level of 0.10% can be charged with driving under the influence of alcohol.
2. Chemical Tests for Intoxication. Chemical tests consist of an analysis of breath, blood, or urine samples. The breath test is the most common and is usually administered with a device called a breathalyzer. These tests must be administered by trained professionals.

A person who has been arrested and refused to submit to a chemical test for blood-alcohol level may be charged under a law known as an implied consent law. The implied consent law means that people who apply for and receive driver's licenses consent to a chemical test for the presence of alcohol if they are arrested for a driving offense and are suspected of driving while intoxicated. The state department of motor vehicles or the agency that issued the driver's license can suspend the driver's license of anyone who refuses the test.

F. The Drinking-Driving Decision

Many drivers are aware of the effects that alcoholic beverages have on their driving performance, and they avoid driving after they drink. Others attempt to modify the effects of alcohol by eating before they drink or by drinking only at meals. Still others limit the number of drinks they have, or they space their drinks so that their blood-alcohol level does not get too high.

The decisions one makes about drinking are personal decisions. No one can force another to drink or not drink, nor to ride with someone who has been drinking. However, decisions must be made before one begins drinking, because once started, alcohol interferes with making sound decisions.

Human beings make mistakes, even when they are performing at top level. Remember that consumption of alcohol simply increases the chances of such mistakes. The more a person drinks, the greater the risk he/she takes.

G. Drinking and Driving Statistics in Montana

The following statistics are from the Montana State Highway Patrol 1977 summary of accidents involving the drinking driver:

- a. 51% of drivers killed had been drinking *
- b. 23% of passengers killed had been drinking *
- c. 31% of pedestrians killed had been drinking *
- d. 39% of all persons killed had been drinking *
- e. 27% of all persons injured had been drinking *

* .05% blood alcohol or more

H. Accidents for Teenage Drivers

In 1977, 25% of drivers involved in all accidents and 25% of drivers involved in fatal accidents in Montana were under 20 years of age.

II. DRINKING AND OTHER SAFETY PROBLEMS

A statistical bulletin of the Metropolitan Life Insurance Company reports that "A study of fatal home accidents among policy holders indicates that alcohol plays an important role in (household) . . . accidents among young adults and middle aged." Another study of nonfatal home accident victims in Massachusetts reported that 21 per cent of the males had been drinking and almost 9 per cent of the females were similarly affected. In both of the above studies falling asleep with a lighted cigarette, poisoning and drownings all had drinking associated with them.

In a similar report, the Federal Aviation Agency reported that 35.4 per cent of the pilots of private planes that were killed had measurable blood alcohol concentrations. Another study showed that 39 per cent of the general aviation (noncommercial) pilots killed had alcohol in their bodies.

A study of pedestrian fatalities showed that 40 per cent of those killed had blood alcohol concentrations of 0.10 per cent in comparison with 8 per cent of those not hit who were on the streets at the same times and locations.

X. TEENAGE DRINKING

I. TEENAGE DRINKING PATTERNS

There are many adults today who have breathed a sigh of relief because, apparently, the "drug" problem has subsided. However, there is growing concern among other adults about the increased use of alcohol by teenagers. Every indication suggests that young people have merely shifted their drug use to involve to a greater extent the more socially-acceptable drug, alcohol.

Recent research on adolescent drinking reveals some general trends in their drinking behavior:

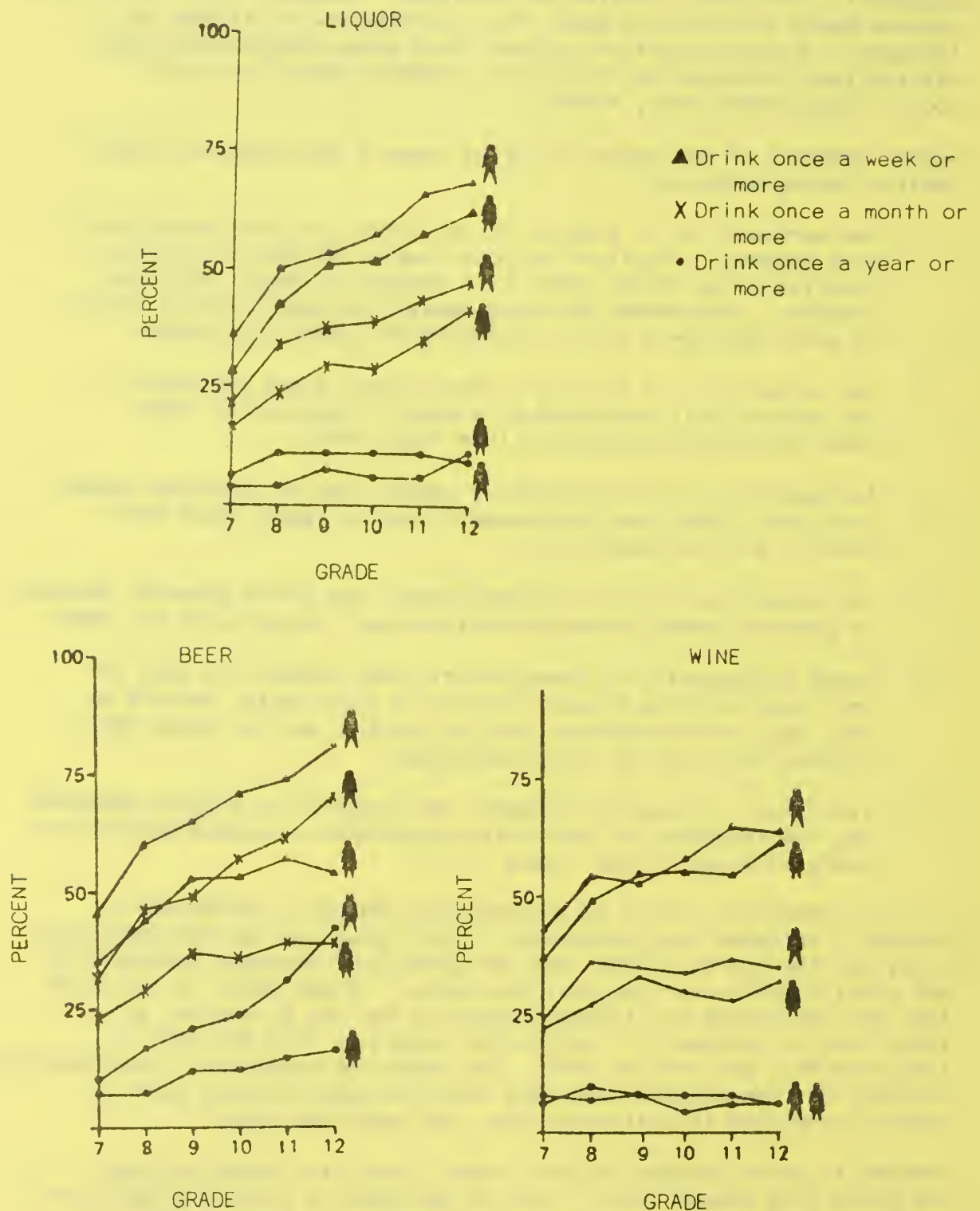
1. The personal use of alcohol is not solely an adult experience in this society. The first personal use of alcohol is typically reported to be in the home, with parents or other relatives present. Independent drinking, away from home, usually occurs at about age 10-13 or the beginning of junior high school.
2. The probability is quite high that almost every adolescent in our society will have used an alcoholic beverage at least once before being graduated from high school.
3. Adolescents who drink typically report that at least one parent is a user. Abstinent adolescents usually report that their parents are also abstinent.
4. The proportion of drinking adolescents who claim parental approval is greatest among those who confine their drinking to the home.
5. Among adolescents, as among adults, the probability that an individual will be a user varies with such social factors as sex, age, socio-economic position, ethnic and religious background, and rural or urban residence.
6. The number of regular drinkers, the quantity of alcohol consumed and the frequency of use in this population increase proportionately with age. (See figure 1).

A study completed in 1974 by the Addiction Research Foundation of Toronto, indicates that dangerous, illicit drug use has declined since 1970, but the use of alcohol and marijuana has increased consistently and significantly over the past six years. It was noted in the study that the percentage of students reporting the use of alcohol at least once in the past six months has jumped to 72.9 per cent in 1974 from 46.3 per cent in 1968. The study was conducted in metropolitan Toronto, but the results were very much the same as those found in studies conducted in California over the same time span.

Changes in where teenage drinking takes place with advancing age was noted in a recent study: from 60 per cent of seventh graders who only drank at home on special family occasions to 75 per cent of

FIGURE 1 PERCENT OF DRINKERS AMONG TEENAGERS BY SEX,
GRADE, FREQUENCY OF DRINKING AND TYPE OF BEVERAGE

1974



twelfth grade teenagers who said they drank at unsupervised parties. (See figure 2).

In a separate study, NIAAA gathered information about drinking patterns of older adolescents attending colleges and universities. The trend toward almost universal use of alcohol was also evident in this age group. In reviewing surveys of alcohol use on college and university campuses, it was found that the percentage of college students that drink ranges from 71 per cent to 96 per cent. At most schools it ranged from 87 per cent to 93 per cent.

These figures are probably an underestimation because there is little hard data available about drinking patterns among young people who are not in school. Some studies of out-of-school youth indicate that this population has a higher proportion of drinkers than the school population.

II. PROBLEM DRINKING AMONG TEENAGERS

As alcohol consumption among young people rises, so do problems related to the use of alcohol. A study on alcohol use and driving sponsored by the National Highway Traffic Safety Administration in 1974 surveyed high school students, from freshman through senior years. These students were from 25 geographical areas selected to represent the national picture. It was concluded from this study that there is an alarming amount of drinking and driving taking place among a large, mainstream group of U.S. youth. In fact, high school students are in contact with alcohol-related situations almost as often as adults are today.

Arrests of persons under 18 for alcohol-related offenses (driving while intoxicated, liquor law violations, and drunkenness) increased nationally by 135 per cent between 1960 and 1973. Among these, arrests for driving while intoxicated increased by more than 400 per cent. These figures were obtained from the Uniform Crime Reports, 1974.

III. REASONS FOR DRINKING

One of the things that concerns people most about teen-age drinking is the question of why it happens. Most of the decisions parents make about what, if any, rules to set, what difficulties to try to counteract, even how to talk about drinking to a son or daughter, hinge in many ways on what they believe to be the basis for teen-age drinking.

Why is always a complicated question to answer. Studies of teen-age drinking do not 'prove' that teen-agers drink for any one reason, but suggest there may be a variety of factors involved. Some of these are outlined in the following sections.

A. The First Drink

Often young people have been asked why they drank for the first time. Reasons for starting to drink center mainly around celebrating a holiday or special occasion, curiosity about drinking, or because their families served them drinks. Taken together, these three reasons account for well over half the adolescents' answers for beginning to drink. Reasons for continuing to drink include: boredom, to get high, to lower their inhibitions so they can have more fun.

B. Peer Pressure

Another explanation of adolescent drinking is that it is the result of social pressure from other adolescents. The desire to be one of the crowd is a popular explanation for many things that people do. Almost every parent is used to hearing explanations about what "everybody else" does, and is familiar with the argument beginning, "All the other kids are . . ." Ideas about drinking are spread in the same way as styles of hair cuts, clothes, etc.

The adolescent years are a time when young people are moving toward self-reliance. If it begins to seem too "childish" to a young person to look for moral support from adults on various issues, other young people can partially fill in the gap. So adolescents are often quite vulnerable to the opinions, the approval and criticism of their friends. The need to belong is felt by everyone, but for teenagers this need is intensified, and to be 'out of it' can be especially hard to take.

C. Symbol of Adulthood

Another theory about adolescent drinking is that young people drink mainly in order to seem grown up. Drinking becomes a badge of adulthood and sophistication, and is a way of proving oneself. Studies indicate that young people are more likely to drink as they come closer to adulthood--up to about the age of seventeen when the percentage of youths who drink approximates the rate among adults. Older youths are more likely to drink more often, too, and to drink more, which is what one would expect if drinking is a way of asserting adulthood.

D. Rebellion

The rebellion theory holds that drinking is a kind of rebellion against the adult world, and young people who drink do so to protest against adult authority.

This theory does explain some adolescent drinking. There are some groups in which this is true, and it is likely that every young person has thoughts about rule-breaking on occasion. But as a general explanation of all adolescent drinking, this view is contradicted by other evidence.

E. Imitation

Many people would say that the best explanation for adolescent drinking is quite simple: They drink because their parents do.

Adolescents do not invent the idea of drinking, they learn it. The acceptability and desirability of drinking are continually suggested by the elaborate integration of the use of alcohol into American culture and through adult social behavior.

It is not surprising that young people use alcohol, since two out of three American adults choose to drink.

What youth see today is a mixed model of adult use and misuse of alcohol and they sense the ambivalent attitudes of their elders toward alcoholic beverages. The drinking behavior of parents is more closely related to what their children do about drinking than is any other factor.

Social grace, especially as presented on T.V., presents drinking as a value worth imitating.

XI DRINKING PATTERNS

I. INTRODUCTION

Some people drink and some don't! A very simple statement! However, the reasons for abstaining or drinking are as varied as the people themselves. Because of this wide variation it would be impossible to list all of those reasons. It is important to realize that many people do or do not drink for similar kinds of reasons, including:

A. Reasons for Drinking

- . To heighten their pleasure when they're having a good time.
- . Because they like the taste.
- . Continuing a habit acquired in youth.
- . Because their parents drank.
- . Because they like the way alcohol makes them feel.
- . Out of curiosity.
- . As a means of celebrating a special occasion.
- . To relieve worries and anxieties or tensions and fatigue.
- . Because of social pressures.
- . Because it is a family tradition to drink alcoholic beverages, usually wine or beer, with meals.
- . To feel closer to other people, share their happiness.

B. Reasons for Not Drinking

- . Because of personal convictions against drinking.
- . Because the religion which they practice prohibits its use.
- . Do not like the taste of it.
- . Because they are athletes and its use is against regulations.
- . It's too expensive.
- . Because of ill health or because of an allergy to alcohol.
- . Because they choose not to consume anything that will impair mental and physical processes.

It has been suggested by some that there are basically five "rational" reasons for drinking alcoholic beverages. These reasons are:

1. To quench a thirst;
2. To savor the taste;
3. To relax;
4. To enhance socialization;
5. To serve a medicinal function.

It should be noted that each of the suggested "rational" uses of alcoholic beverages has limits, beyond which continued use becomes "irrational" and inappropriate. For example:

1. People who state that they only drink to "quench a thirst" while at the same time consume a six-pack of beer on a hot afternoon after mowing the lawn, have passed the "rational" limits. Would such people drink 72 ounces of water to "quench a thirst"?

2. Individuals who say they only drink because they like the taste of alcoholic beverages, and then admit to consuming twenty beers or six to eight mixed drinks. The "rational" limits of drinking for taste have been passed because, physiologically, the depressant effect of alcohol has deadened the taste buds to the point that they can no longer actually taste the beverage.
3. Drinking for relaxation also has its limits. The individual who is arrested for Driving While Intoxicated and "scores" a .36 blood/alcohol content on a Breathalyzer test has passed the "rational" limits for the use of alcohol as a relaxant.
4. The individual drinking to enhance a social situation may also drink beyond the "rational" limits. Few persons would disagree with the conclusion that the thoroughly intoxicated individual is more anti-social than social.
5. Finally, the medicinal uses of alcohol are extremely limited and excessive use for this purpose quickly gets beyond "rational" limits. Alcohol is a depressant drug, but there are many other such drugs which are more effective and safer for use as a medicine.

C. Patterns

Regardless of the reasons, the fact is, people do drink.

Drinking patterns are primarily a matter of statistics, and it seems that statistical surveys about alcohol consumptions are "cheaper by the dozen."

Sometimes it seems like people can reach any conclusion they want depending on how the figures are juggled. This paragraph is intended to serve as a word of caution before attempting to read the following tables excerpted from the American Drinking Practices study by Don Cahalan and Alcohol and Health, New Knowledge by the National Institute on Alcohol Abuse and Alcoholism. Keep in mind that these are only 2 studies and they may very well disagree with some other studies done by other people at other times. However they are recognized by a number of professionals in the field as the best statistical studies of American drinking practices available. When professionals were asked about the current relevance of the Cahalan study, done in 1964-65, the unanimous response was "the total consumption may have increased, but the overall patterns have remained the same."

II. SOCIOCULTURAL CORRELATES OF DRINKING

Sociocultural factors previously found to be associated with whether and how much a person drinks continue to be strongly correlated with consumption patterns. Among such factors are sex, age, ethnic background, religious affiliation, education, socioeconomic status,

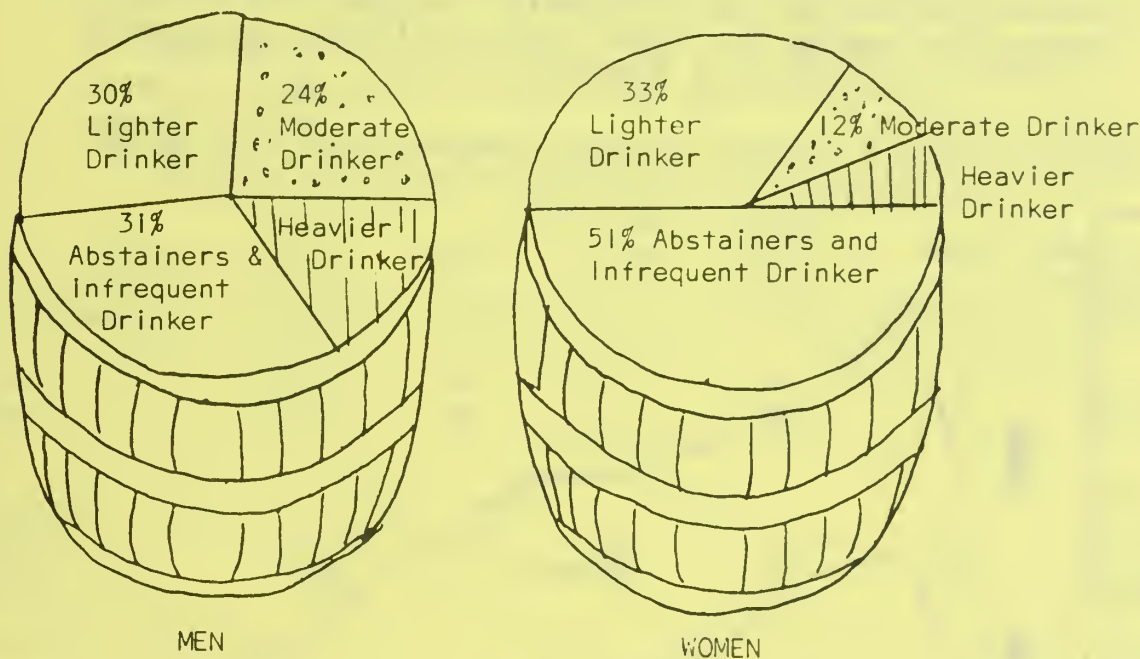
occupation, and area of residence and degree of urbanization.

A. Sex

The proportion of adult women who drink has been increasing steadily since World War II, and the results of recent surveys indicate that this trend is continuing. About 47 per cent of adult women now drink once a month or more. However, men are nearly twice as likely to be moderate drinkers and three times as likely to be heavy drinkers in comparison with women. In the study most men up to 65 years reported drinking at least once a month. The highest proportion of heavier drinkers occurred among men aged 18 to 20 and 35 to 39. Women aged 21 to 29 had the highest proportion of heavier drinkers.

FIGURE 1 PERCENT OF DRINKERS AND TYPES OF DRINKERS BY SEX

U.S.A. 1972-1974



B. Age

A larger proportion of drinkers is consistently found in the younger age groups (21 to 24 years) and a larger proportion of abstainers is found among older persons. Despite the increase in young adults between ages 21 and 24 who drink once a month or more, heavier drinking among men is higher in the 18- to 20-year group than in the 21- to 24-year group.

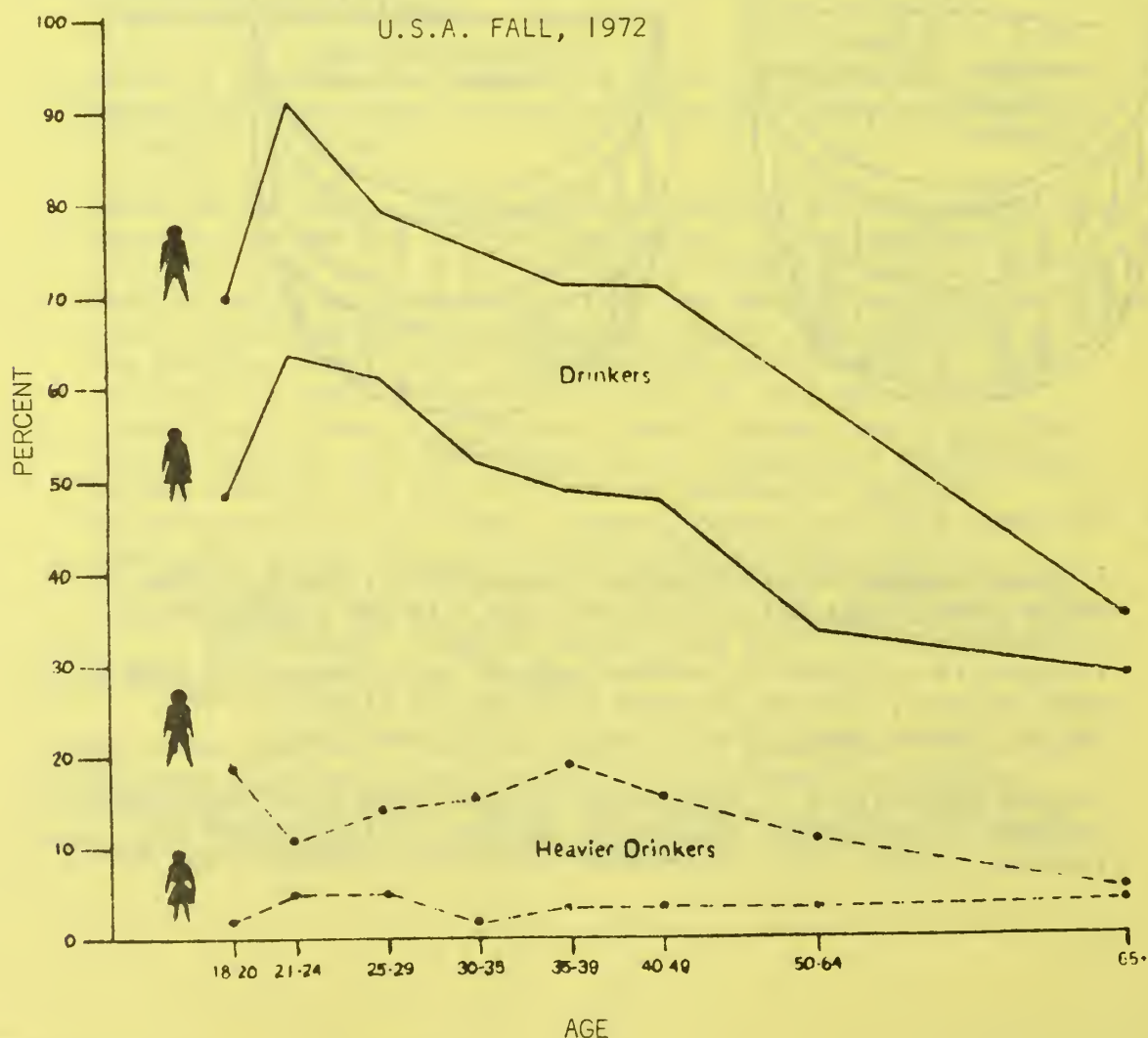
Similar proportions of young adult drinkers and nondrinkers were reported in two recent nationwide surveys. A 1970 survey of young men 1 year after high-school graduation revealed that 67

per cent drank once a month or more. The survey results also : showed an increase in the frequency of regular drinking (once a week or more) from 33 per cent during high-school years to 44 per cent the following year. It is interesting that the amount of regular drinking was higher among high-school students who joined the military (55 per cent) than among those who entered civilian jobs (48 per cent) or college (38 per cent). The military sample not only started out with higher use rates than most other groups but also showed the highest rate of conversion from abstinence to use.

A 1971 Gallup survey of a national sample of full-time college students revealed that 60 per cent had drunk beer during the 30 days before the interview; 52 per cent had drunk wine and 49 per cent spirits. Consumption frequency had increased between ages 18 and 24 and was higher among men than women.

The overrepresentation of young adults in the drinking population was further corroborated by a survey of 2,938 Irish- and Italian-Americans. The use of large quantities of all beverages in both these populations declines consistently with age. The 18- to 20-year olds reported the highest levels of frequent consumption of five or six drinks at an occasion.

FIGURE 2 PERCENT OF DRINKERS AND HEAVY DRINKERS AMONG ADULTS BY, SEX AND AGE,



C. Racial and Ethnic Background

The rates of alcohol use and alcoholism tend to vary among various ethnic and racial groups.

Alcoholism and problem-drinking rates tend to be low among groups whose drinking habits are well integrated with the rest of their culture.

It has been reported that Irish-Americans have more problem drinking than other Americans of the same social class, that little of their drinking is associated with important rituals, and that intoxication is often deliberately sought. Italian-Americans, on the other hand, have strong sanctions against drunkenness, apply little social pressure to participate in drinking, and usually consume alcohol with meals.

Racial differences in drinking patterns occur with the American Indians who have a much higher per-capita rate of alcoholism than Black, Asian, Chicano, or white Americans.

The table below indicates some of the differences in drinking patterns between black and white Americans according to Cahalan's study.

TABLE 1 PERCENTAGE OF RESPONDENTS BY RACE AND SEX

	N	Abst.	Infreq.	Light + Mod.	Heavy	%Heavy of All Drinkers
Total sample	2746	32	15	41	12	18
White	2511*	31	15	42	12	17
Black	200	38	12	36	14	23
Men						
White	1082	23	10	45	22	29
Black	82	21	13	47	19	24
Women						
White	1429	39	19	38	4	7
Black	118	51	11	27	11	22

* Excluded are 35 persons of other races.

D. Religious Affiliation

One of the most closely studied drinking control systems has been the degree and type of involvement with religion. Abstinence is distinctly more frequent among members of certain religious groups.

Calahan's survey revealed that there were relatively high proportions of drinkers and heavy drinkers among Catholics. Although Jews had

the lowest proportion of abstainers among the three major religions, they had a very large proportion of light drinkers and the lowest proportion of heavy drinkers. Liberal Protestants showed a pattern rather similar to that of the Catholics in proportions of drinkers, except that there were fewer heavy drinkers among the liberal Protestants. Conservative Protestants had the largest proportion of abstainers and the lowest proportion of heavy drinkers when the four groups were compared.

The 1972-74 surveys indicate that the same basic relationship exists among the three major religions, but there appeared to be an increase in both light and moderate drinking among Jews and Catholics. The proportions of Protestants in these categories have remained about the same since 1965. The 1972-74 data show, however, that the proportion of respondents who said they had no religious affiliation is about double that in 1965. Thus, some changes within denominational categories may be accounted for by secularization.

The relation between religious participation and drinking patterns of adolescents has received considerable attention in a number of studies. The frequency of church attendance has been viewed as a behavioral measure of involvement in the adult social control system and of exposure to conventional norms. In a longitudinal study of drinker status in adolescence, one group of investigators reported that religiousness and frequency of church attendance were strongly related to abstinence.

On an index of religious participation, problem drinkers among highschool students in Mississippi tended to score lower than nonproblem drinkers in one study. Similar relationships were reported in a review of two nationwide surveys of American youth.

TABLE 2 PERCENTAGE OF RESPONDENTS BY RELIGION AND SEX

	N	Abst.	Infreq.	Light + Mod.	Heavy	% Heavy of all Drinkers
<u>Total Sample</u>	2746	32	15	41	12	18
Conservative						
Protestant	1305	48	14	31	7	13
Methodist &						
Similar*	515	34	17	39	10	15
Baptist	521	53	11	29	7	17
Other						
Conservative						
Protestant	269	64	12	21	3	8
Liberal						
Protestant**	471	20	15	52	13	16
Lutheran	207	19	14	52	15	19
Presbyterian	159	25	16	47	12	16
Episcopalian	80	9	13	66	12	13

	N	Abst.	Infreq.	Light + Mod.	Heavy	% Heavy of all Drinkers
Protestant, no denomination	46	35	10	35	20	29
Catholic	764	17	15	49	19	23
Jewish	73	8	26	56	10	11
No religion; not ascertained	69	21	13	46	20	25
Miscellaneous	18					

Men

Conservative Protestant	550	35	13	39	13	20
Methodist and similar	219	26	16	40	18	24
Baptist	226	37	9	41	13	21
Other Con- servative Protestant	105	49	15	32	4	8
Liberal Protestant	193	13	8	56	23	26
Lutheran	84	14	7	54	25	29
Presbyterian	69	17	8	55	20	24
Episcopalian	32	2	8	65	25	26
Catholic	330	9	6	52	33	36
Jewish	27	4	11	60	25	26

Women

Conservative Protestant	755	58	14	25	3	7
Methodist & Similar	296	40	18	38	4	7
Baptist	295	66	13	18	3	9
Other Con- servative Protestant	164	75	10	13	2	8

	N	Abst.	Infreq.	Light + Mod.	Heavy	% Heavy of all Drinkers
Liberal						
Protestant	278	24	20	50	6	8
Lutheran	123	23	20	50	7	9
Presbyterian	90	31	21	41	7	10
Episcopalian	48	13	17	67	3	3
Catholic	434	22	22	47	9	10
Jewish	46	11	36	53	0	0

*Methodists, United Church of Christ, Congregationalists, Disciples of Christ Evangelical, United Brethern.

**Liberal Protestants include a few persons of miscellaneous denominations in addition to the three denominations listed.

E. Education

As in 1964-65, the amount of education is still strongly related to whether a person drinks and to the quantity consumed. The highest proportion of abstainers is found among persons with less than an 8th-grade education. The proportion of heavier drinkers increases fairly steadily from those with grammar-school education to those with postgraduate training. There are slightly more heavier drinkers among college graduates than among persons with postgraduate education, however.

TABLE 3 PERCENTAGE OF RESPONDENTS BY EDUCATIONAL LEVEL

	N	Abst.	Infreq.	Light + Mod.	Heavy	% Heavy of all Drinkers
Total sample	2746	32	15	41	12	18
Grammar school or less	710	47	13	29	11	20
Some high school	554	34	16	40	10	15
Completed high school	723	26	18	42	14	19
Some college	444	26	13	46	15	20
College graduate	315	18	11	59	12	15

F. Socioeconomic Status

Recent surveys of adults continue to substantiate the previously documented relationship between social class and alcohol consumption--proportionately more people on the lower socio-

economic levels are abstainers than on the upper levels. These surveys also reveal that moderate and heavier drinking increases as social class rises.

The results of surveys among adolescents generally agree with this finding. A recent study of Toronto junior and senior high-school students shows that alcohol use was highest among children whose fathers were professionals or managers. A nationwide survey of young American men indicates that the wealthier among them increased their regular use of alcohol (once a week or more) by 21 per cent after high school, compared to a 5 per cent increase among the poorer men.

TABLE 4 PERCENTAGE OF RESPONDENTS BY FAMILY INCOME AND SEX

	N	Abst.	Infreq.	Light + Mod.	Heavy	% Heavy of all Drinkers
Total sample	2746	32	15	41	12	18
Family Income						
Under \$2000	349	56	13	26	5	11
\$2000-3999	450	49	14	29	8	16
\$4000-5999	547	36	14	39	11	18
\$6000-7999	521	25	17	48	15	20
\$8000-9999	387	24	14	48	14	18
\$10,000-14,999	315	16	16	51	17	20
\$15,000 +	174	16	11	58	15	18
No information	3					
<u>Men</u>						
Under \$2000	111	44	13	35	8	14
\$2000-3999	173	34	14	39	13	20
\$4000-5999	223	21	11	46	22	28
\$6000-7999	253	21	11	44	24	31
\$8000-9999	168	18	7	51	24	29
\$10,000-14,999	158	13	8	50	29	34
\$15,000 +	89	15	4	57	24	28
<u>Women</u>						
Under \$2000	238	63	13	21	3	8
\$2000-3999	277	60	14	21	5	11
\$4000-5999	324	47	16	34	3	7
\$6000-7999	268	29	23	42	6	8
\$8000-9999	219	28	19	47	6	8
\$10,000-14,999	157	18	25	52	5	6
\$15,000 +	85	17	17	60	6	7

G. Occupation

Cahalan's survey showed that as a group, farm owners had the lowest proportions of drinkers and heavy drinkers, whereas professionals and businessmen had the highest proportion of drinkers. Semiprofessional men who drink had the highest proportion of heavy drinkers, and among women who drink, service workers had the highest proportion of heavy drinkers.

A survey of 528 executives from among the 500 largest manufacturing companies and from each of the 50 largest banks, utilities, and transportation, merchandising, and life-insurance companies in the United States was conducted in 1972. The results of this study strikingly showed that only 7 per cent of the men were abstainers or drank less often than once a month, compared to 33 per cent of all men in the country in Cahalan's 1964 survey. The proportion of heavy drinkers was considerably less than that found in Cahalan's national probability sample, however: 13 per cent of the executives were classified as heavier drinkers compared to 21 per cent of the men in the national sample. Most of the executives (48 per cent) were moderate drinkers, but 17 per cent said they worried that they were "doing too much drinking." Figures were not available for women in similar positions.

H. Residence

Alcohol consumption varies considerably by geographic region in the United States. There are proportionately more drinkers in New England and the Middle Atlantic and Pacific Coast States than elsewhere.

Although earlier studies disclosed that heavier drinking was also more prevalent in these highly urbanized areas, it appears from more recent surveys that previously strong regional contrasts may be decreasing, even though the basic distinctions still exist. It now seems that the proportion of heavier drinkers is increasing slightly in such traditionally "light" drinking areas as the Southeast and Mountain States, and that it is decreasing slightly in the Coastal and Middle Atlantic regions. It is difficult to determine whether these shifts may be due to real changes in individual drinking habits or to the rather complex mobility patterns of the population as a whole.

Rural areas and small towns have larger proportions of abstainers, and cities and suburbs have proportionately more drinkers. Cities and suburbs continue to have almost double the proportion of moderate drinkers as small towns and rural areas. Whereas Cahalan's survey showed that the largest proportion of heavy drinkers lived in cities, the more recent surveys (1972-74)--using a lower quantity-frequency index for "heavy drinking"--classify equal proportions of suburban and city dwellers as heavier drinkers (12 per cent each). Small towns and rural communities have smaller proportions of heavier drinkers (9 and 8 percent, respectively).

III. PROFILE OF PROBLEM AND NON-PROBLEM DRINKERS

Analysis of the data from the 1973 national survey revealed the following profile of drinkers:

CHART 1 PERSONS MOST LIKELY TO HAVE NO ALCOHOL-RELATED PROBLEMS

1973

Lowest rates of alcohol-related problems for respondents in the 1973 national survey were found among:

- . Women
- . Persons over 50
- . Widowed and married persons
- . Persons of Jewish religious affiliation
- . Residents of rural areas
- . Residents of the South
- . Persons with postgraduate educational levels
- . Persons who are mostly "wine drinkers"

PERSONS MOST LIKELY TO HAVE HIGH PROBLEM RATES 1973

Highest rates of alcohol-related problems for respondents in the 1973 national survey were found among:

- . Men
- . Separated, single, and divorced persons (in that order)
- . Persons with no religious affiliation
- . Persons who are beer drinkers as compared with those who are mostly hard liquor or wine drinkers
- . Persons who were more likely (compared to other persons in the survey) to say: "Drunkenness is usually not a sign of social irresponsibility"

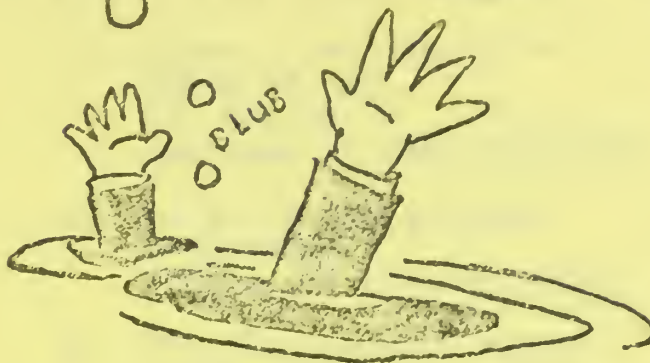
and

"Drunkenness is usually a sign of just having fun"

WHERE

IS

HELP?



If you feel you have a drinking problem or if you need help coping with the drinking problem of a family member or someone else, there are many agencies to help you. Check the map of the following page for the location of facilities near you and find the corresponding number(s) on the listing below for the address and phone number. These agencies and organizations provide information for alcoholics and the families of alcoholics.

1. FRANCES MAHON DEACONESS HOSPITAL/
CHEMICAL DEPENDENCY CENTER
P.O. Box 4715
Glasgow AFB, MT 59231 (524-6281)
 2. HIGH PLAINS COUNCIL FOR DISTRICT I
DISTRICT II PUBLIC ALCOHOLISM PROGRAM
Sheridan County Courthouse
Plentywood, MT 59254 (765-2530)
 3. FORT PECK TRIBAL ALCOHOLISM PROGRAM
P.O. Box 307
Poplar, MT 59255 (768-3852)
 4. TRI-COUNTY ALCOHOL PROGRAM
10 W. Fallon Ave.
Baker, MT 59313 (778-2944)
 5. CUSTER COUNTY ALCOHOL PROGRAM
Courthouse
Miles City, MT 59301 (232-6542)
 6. HOLY ROSARY HOSPITAL
2101 Clark
Miles City, MT 59301 (232-2540)
 7. ROSEBUD COUNTY ALCOHOL PROGRAM
P.O. Box 251
Forsyth, MT 59327 (356-2670)
 8. PINE HILLS SCHOOL FOR BOYS
CHEMICAL DEPENDENCY PROGRAM
Miles City, MT 59301 (232-1377)
 9. NORTHERN CHEYENNE RESERVATION
ALCOHOL PROGRAM
Lame Deer, MT 59043 (477-6381)
 10. REGIONAL PREVENTION/EDUCATION
COORDINATOR
P.O. Box 224
Forsyth, MT 59327 (356-7313)
 11. MEDICINE PINE LODGE
P.O. Box 426
Browning, MT 59417 (338-7178)
 12. FORT BELKNAP TRIBES ALCOHOL PROGRAM
Fort Belknap Reservation
Harlem, MT 59526 (353-2205)
- Satellite Offices:
- A. Sheridan County Courthouse
Plentywood, MT 59254 (765-2361)
 - B. Roosevelt County Courthouse
P.O. Box 357
Wolf Point, MT 59201 (653-2131)
 - C. Daniels County Courthouse
Scobey, MT 59263 (487-5901)
 - D. District I Alcohol & Drug Program
P.O. Box 852
Glasgow, MT 59230 (228-9093)
 - E. Glendive Alcohol Satellite
Glendive Medical Center
Glendive, MT 59330 (365-5942)
 - F. Sidney Alcohol Satellite
221 5th St. SW
Sidney, MT 59270 (482-4097)

13. HILL-TOP RECOVERY CENTER
P.O. Box 750
Havre, MT 59501 (265-9665)

Satellite Offices

G. P.O. Box 1384
Fort Benton, MT 59442 (622-3625)

H. 350 O'Haire Blvd.
Shelby, MT 59474 (434-5002)

I. Box 1017
Chinook, MT 59523 (357-3195)

J. Conrad, MT 59425 (278-7752)
14. PROVIDENCE ALCOHOLISM CENTER
920 4th Ave. North
Great Falls, MT 59401 (727-2512)
15. ROCKY BOY TRIBAL ALCOHOLISM PROGRAM
Rocky Boy Route
Box Elder, MT 59521 (395-2736)
16. CASCADE COUNTY ALCOHOL PROGRAM
1601 2nd Ave. North - Room 109
Great Falls, MT 59401 (452-6430)
17. RIMROCK GUIDANCE FOUNDATION
923 North 29th Street
Billings, MT 59101 (248-3175)
18. SWEET GRASS COUNTY FOUNDATION
P.O. Box 757
Big Timber, MT 59011 (932-3611)
19. STILLWATER ADDICTIVE DISEASES FOUNDATION
Stillwater Community Hospital
Columbus, MT 59019 (322-5245)
20. WHEATLAND FAMILY SERVICES
Box 633
Harlowton, MT 59036 (632-4778)
21. GOLDEN VALLEY FOUNDATION
P.O. Box 186
Ryegate, MT 59074 (568-2385)
22. MUSSELSHELL COUNTY FOUNDATION
1207 3rd St. W. - P.O. Box 917
Roundup, MT 59072 (323-1806)
23. CARBON COMMUNITIES SERVICES
P.O. Box 942
Red Lodge, MT 59068 (446-2296)
24. ALCOHOL & DRUG SERVICES OF
CENTRAL MT, INC.
P.O. Box 963
Lewistown, MT 59457 (538-8421)
25. DAY BY DAY HALF WAY HOUSE
28 Burlington
Billings, MT 59101 (252-8521)
26. CROW TRIBAL ALCOHOL PROGRAM
P.O. Box 28
Crow Agency, MT 59022 (638-2662)
27. SOUTH CENTRAL MT MENTAL HEALTH CTR.
1245 North 29th Street
Billings, MT 59101 (252-5650)

Satellite Office

K. BIG HORN COUNTY ALCOHOL PROGRAM
P.O. Box 495
Hardin, MT 59034 (665-3542)
28. SOUTHWESTERN MT ALCOHOLISM SERVICES
801 North Last Chance Gulch
Helena, MT 59601 (442-0310)

Satellite Offices

L. Southwestern Alcoholism Services
512 Logan
Helena, MT 59601 (442-8831)

M. Bozeman Problem Drinking Center
Room 136 - 1st National Bank Bldg
Bozeman, MT 59715 (586-5493)

N. Dillon Alcohol Services
State Bank & Trust Bldg.
Dillon, MT 59725 (683-4305)

O. Madison County Alcohol Program
Ennis, MT 59729 (682-7190)
29. PROBLEM DRINKING CTR. OF PARK CO.
414 E. Callendar
Livingston, MT 59047 (222-2812)
30. ALCOHOLISM SERVICE OF ANACONDA
600 Oak, Community Hospital
Anaconda, MT 59711 (563-6601)
31. POWELL COUNTY ALCOHOLISM CENTER
309 Missouri
Deer Lodge, MT 59722 (846-3442)

32. COMMUNITY ALCOHOLISM SERVICES
28 E. Broadway
Butte, MT 59701 (792-2341)
33. GALEN STATE HOSPITAL AT & R
Rt. 1, Galen
Deer Lodge, MT 59722 (693-2281)
34. BUTTE INDIAN ALCOHOL PROGRAM
2 East Galena
Butte, MT 59701 (792-0461)
35. LEWIS & CLARK ALCOHOLISM PROGRAM
410 9th Avenue
Helena, MT 59601 (443-2343)
36. CARE UNIT
Silver Bow General Hospital
Continental Drive
Butte, MT 59701 (723-4341)
37. MONTANA STATE PRISON
CHEMICAL DEPENDENCY PROGRAM
Deer Lodge, MT 59722 (846-1320)
38. MISSOULA ALCOHOL SERVICES
612 S. Higgins Ave.
Missoula, MT 59801 (728-7712)

Satellite Office

P. Mineral County Alcohol Services
P.O. Box 745
Superior, MT 59872 (822-4961)

39. RAVALLI COUNTY CHEMICAL DEPENDENCY SERVICES
P.O. Box 902
Hamilton, MT 59840 (363-3060)
40. MISSOULA INDIAN ALCOHOL & DRUG PROGRAM
401 W. Railroad
Missoula, MT 59801 (721-2700)
41. FLATHEAD ALCOHOLISM & DRUG ABUSE CTR.
P.O. Box 270
Ronan, MT 59860 (676-0596)
42. ALCOHOL SERVICE CENTER OF LINCOLN COUNTY
P.O. Box 756
Libby, MT 59923 (293-7731)

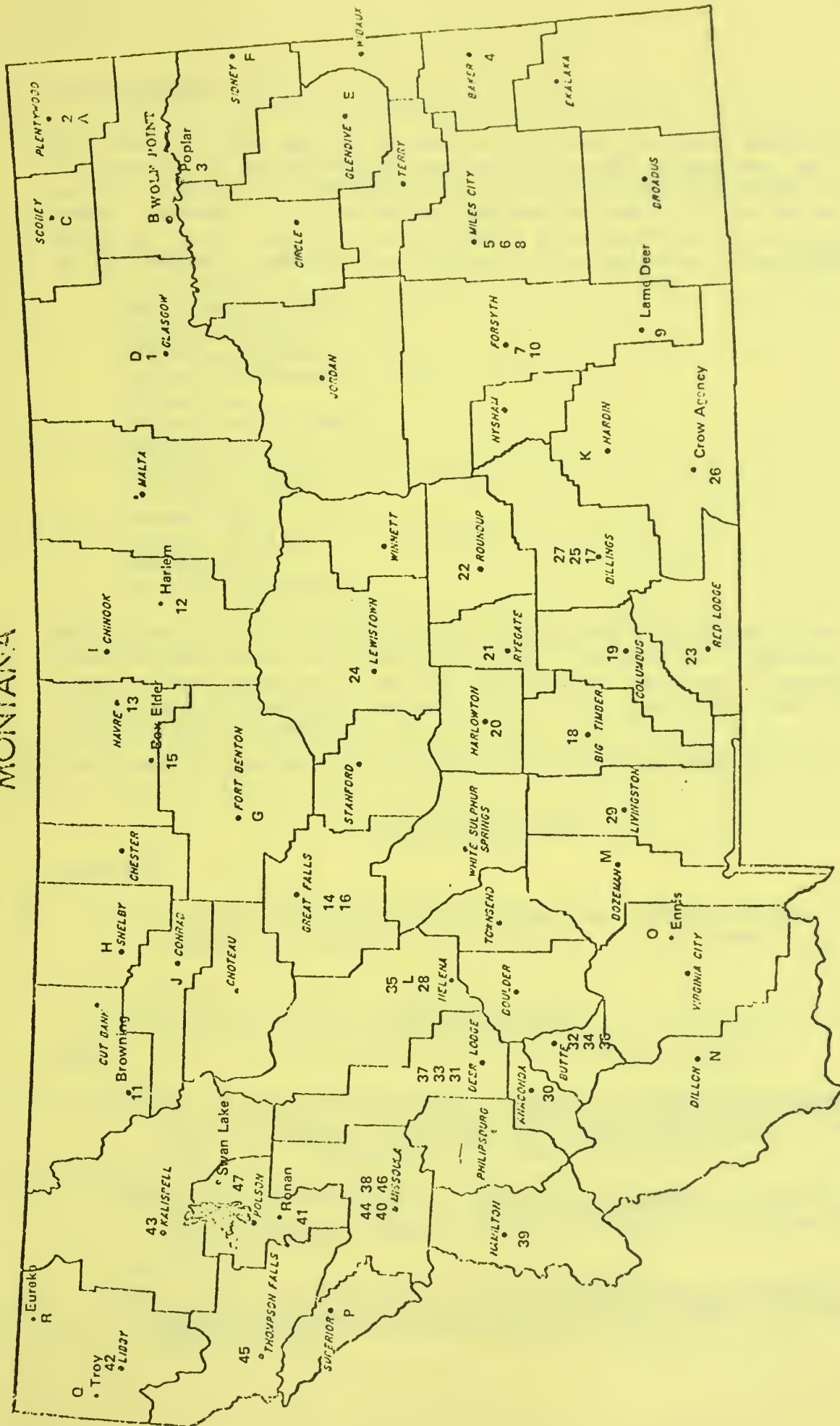
Satellite Offices

Q. Methodist Church
Main Street
Troy, MT 59735 (295-4135)

R. City-County Building
Eureka, MT 59901 (296-2822)

43. FLATHEAD VALLEY CHEMICAL DEPENDENCY SERVICES
944 S. Main
Kalispell, MT 59901 (755-6453)
- TRANSITIONAL LIVING FACILITY
(755-1690)
44. MISSOULA GENERAL HOSPITAL
300 N. Second Street
Missoula, MT 59801 (542-2191)
45. SANDERS COUNTY CHEMICAL DEPENDENCY PROGRAM
P.O. Box 940
Thompson Falls, MT 59873 (827-4241)
46. REGIONAL CHEMICAL DEPENDENCY PROGRAM
P.O. Box 7158
Missoula, MT 59801 (543-3550)
47. SWAN RIVER YOUTH FORREST CAMP
CHEMICAL DEPENDENCY PROGRAM
P.O. Box 99
Swan Lake, MT 59911 (754-2292)

MONTANA



IV. BIBLIOGRAPHY

This section lists some of the more current and relatively accessible publications on various topics related to alcohol, alcoholism, and alcohol education to supplement the information contained in the yellow pages' chapters. It is in no way complete and the listing of an article, pamphlet, or book does not constitute an endorsement of the publication or its content. Materials are grouped in the following classifications:

- Myths About Alcohol
- Decision-Making
- History of Alcohol
- Effects of Alcohol
- Alcoholism
- Alcohol and the Family
- Safety
- Teenage Drinking
- Drinking Patterns
- Alcohol Use
- Alcohol Education
- Periodicals
- Children's Fiction

Many of the publications listed are produced and distributed by national organizations, whose addresses are listed in section III, "Sources for Instructional Materials". Many of the materials may also be available at local public libraries, university libraries, and at the Washington State Library in Olympia.

(*) Means material was used as a primary reference in writing The Yellow Pages.

MYTHS ABOUT ALCOHOL

Pamphlets:

- (*) U.S. Jaycees, "Drinking Myths, A Guided Tour Through Folklore, Fantasy, Humbug, and Hogwash", U.S. Jaycees, Tulsa, Oklahoma, 1975.

DECISION-MAKING

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Books:

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